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INTERACTIVE

Read and Write

Teacher Edition
English Language Learner

COURSE 2

The McGraw-Hill Companies



Glencoe

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Send all inquiries to:
Glencoe/McGraw-Hill
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To Teachers

Overview

Glencoe's *Read and Write* for English language learners provides additional language and concept support for students using the *Glencoe Literature* program. This resource may be used to preteach the selections or as a parallel instruction to the whole group.

The *Read and Write* student edition follows the organization of the *Glencoe Literature* program, with instruction and support provided for the following features:

- Literary Element
- Reading Strategy or Skill
- Vocabulary

Helping English Language Learners to Improve Proficiency

One of the major concerns of teachers of English language learners (ELLs) is how to move students beyond basic interpersonal communicative skills to academic language proficiency. Research shows that the most effective way for ELLs to develop this proficiency—and to build content knowledge and improve language learning—is to focus them on *active engagement* in learning and to use *metacognitive* and *cognitive learning strategies*. Monitoring comprehension, building background, making inferences about possible meanings of new vocabulary—systematic instruction in all these strategies helps ELLs become more proficient.

The *Read and Write* philosophy of learner interaction, strategic intervention, and academic language development aligns with current linguistic thinking and best practices for teaching English learners. *Read and Write* offers comprehensible instruction that is cognitively demanding and contextually embedded. Side notes, for instance, explain reading strategies and literary elements in a clear, interactive format, providing concrete examples for abstract concepts, such as drawing conclusions.

Using the Student Edition

The *Read and Write* student edition uses “considerate text” to provide a variety of interactive ELL strategies that engage students at all levels of proficiency.

Before You Read

The features **Connect to the Genre**, **Literary Element**, and **Reading Strategies and Skills** are introduced before students read the selection and parallel the instruction of the *Glencoe Literature* program, using an accessible approach for English language learners.

Vocabulary

- **Selection Vocabulary** parallels the vocabulary taught in *Glencoe Literature*, but modified definitions and example sentences provide systematic vocabulary instruction and additional context for accessing words’ meanings.
- **Content Vocabulary** provides additional illustrated vocabulary words that are:
 - essential to understanding the selection
 - likely to be used again throughout the school year
 - multidisciplinary
- **Vocabulary Practice** activities appear in the back of the student book for each lesson. These activities are leveled to meet students’ varying proficiency levels. **Activity A** provides vocabulary practice for Beginning students; **Activity B** provides vocabulary practice for Intermediate students; and **Activity C** provides vocabulary practice for Advanced students. The **Vocabulary Check** after reading offers the same scaffolded practice.
- **Pronunciation Key** Refer students to the **Pronunciation Key** on page 278 for help in pronouncing new vocabulary words.

During Reading

Students are able to access selection text at their proficiency level:

- **Beginning** Beginning students are able to access selection text by focusing on a unique **To Sum Up** feature that summarizes each selection page in an easy-to-read format. By reading these features, students will be able to access the essential meaning of the story.
- **Intermediate** Intermediate students are able to access the selection text at their proficiency level by reading the boxed portions of the selection. By focusing on these selected portions of text, students will be able to access the essential elements of the story, including plot development, characterization, literary elements, and text features.
- **Advanced/Advanced High** Advanced and Advanced High students are able to read the entire selection to access the text at their proficiency level. Additional interactive side-margin notes challenge these students at a deeper level to make meaning from the entire text.

Interactive side margin notes ensure students' active participation in applying strategies such as analyzing, identifying, defining, explaining, and critiquing. This interactive approach encourages students to be engaged as active speakers and listeners by using partner-talk and other tools, such as sentence frames, that guide their use of language. Students at different proficiency levels are able to explore questions and prompts together. This highly-structured opportunity promotes language use in a non-threatening way among peers.

- **Literary Element** offers practice in an interactive format for the literary element introduced before reading.
- **Background Information** provides additional relevant context to build background.
- **Content Vocabulary** is defined and illustrated at point of use in context.

- **Idioms** and figurative language are defined at point of use for student interpretation.
- **Comprehension Check** allows students to periodically check their comprehension of the selection in an interactive format.
- **To Sum Up** summarizes each selection page for Beginning and Intermediate students.
- **Reflect** allows students to practice the Reading Strategy or Skill. A partner icon signals to students to discuss their opinions and thoughts with a classmate. This opportunity allows students to demonstrate a range of speaking skills and strategies for paired activities or flexible small-group instruction.
- **Note Taking** gives students a structure for taking notes while they read nonfiction. A process for taking notes is particularly useful in understanding informational text, and research shows that students who take good notes perform better on tests. Using this process, drawn from the Cornell note-taking system, students will record notes, recap what they've learned, and summarize their notes.

After You Read

Students apply what they've learned in a cumulative review after reading in **Vocabulary Check** and **Comprehension Check**. A **four-domain activity** after each lesson allows students to practice speaking, listening, reading, and writing within the context of the selection, using a fun, interactive format. Some of these after reading activities appear in the back of the student book.

Using the Teacher Edition

The *Read and Write* Teacher Edition presents comprehensive guidance for teachers in providing effective, efficient instruction for English language learners. The lessons are easy to navigate—labeled sections correspond to each feature of the student page. Lessons give teachers optimal opportunities to scaffold instruction and check for understanding, using a variety of instructional techniques for content, vocabulary acquisition, and language development, including:

- Oral Language and Building Background
- Interactive Question-Response
- Modeling
- Differentiated Instruction
- Vocabulary Routines
- Academic Vocabulary
- Phonics
- Writing Links
- Fluency
- Oral Assessment
- Comprehension
- Word Study
- Grammar Links

Oral Language and Building Background Differentiated instruction for each lesson opener develops students' oral language and builds background at these levels of proficiency: Beginning, Intermediate, Advanced, and Advanced High. (See page 1 for an example.)

Interactive Question-Response Each lesson is explored through a research-proven interactive approach, called Interactive Question-Response, which helps teachers coach English language learners in using language to make connections and meaning. This conversational, interactive instruction creates context and provides opportunities for students to see how information builds and connects. This type of instruction provides ample opportunities for students to talk and use new language. It helps teachers ask the right

kind of questions that focus on the basic meaning of the text and build overall understanding. Interactive teacher modeling helps students to use what they already know as they add new knowledge. It also allows numerous opportunities for using role-play and movement activities to enhance vocabulary meaning. These techniques make instruction engaging and memorable for students. (See page 2 for an example.)

Modeling is the process of demonstrating a thinking process. To model, the teacher reads aloud the interactive prompt as students follow along. Then, in everyday language, the teacher reasons aloud. The purpose of modeling is for students to understand the steps that readers follow to solve a reading problem or analyze text. The goal is to have students apply similar reasoning procedures during their own reading processes. To complete the modeling cycle, individual students should think aloud, with a partner or with the class, to demonstrate their own thinking processes as they employ the reading strategy or skill. Reasoning aloud makes students more aware of what they do as they read. Listening to a student think aloud shows the teacher how the student's abilities are developing and where the student needs support and guidance in applying the strategy. Teachers should use the scripting in *Read and Write* as a springboard for modeling in their own words to sound as natural as possible. (See page 2 for an example.)

Differentiated Instruction Differentiated instruction throughout the lessons provides the means to clarify difficult text for students at these proficiency levels: Beginning, Intermediate, Advanced, and Advanced High. (See page 9 for an example.)

Vocabulary Routines To provide teacher-directed instruction for vocabulary development, vocabulary routines appear for each lesson: Words are defined in a new way, additional sentences show the words in different contexts, and students define, explain, and compare and contrast vocabulary in their own words. (See page 3 for an example.)

Academic Vocabulary Lessons call out academic vocabulary words within the selection text at point of use. Academic vocabulary words represent a research-based collection of words that are commonly used in academic texts. Direct instruction presents students with the basics of a working academic vocabulary, one that will prove useful in reading, writing, and research in many areas of study. (See page 9 for an example.)

Phonics Each lesson features phonics instruction on a targeted phonic element that appears within a selection or content vocabulary word. (See page 3 for an example.) See also page T10 for additional strategies for teaching and reinforcing phonic elements and word analysis.

Writing Link Each lesson suggests a writing assignment related to the selection to provide context for student writing that serves an intended purpose. (See page 20 for an example.) See page T11 of this teacher edition for a Writing Checklist that students may use to evaluate their own writing.

Fluency Students practice oral reading skills throughout the program by choral reading and reading aloud individually. These fluency lessons provide instruction and practice for reading aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expressions. (See page 7 for an example.) See pages T12 and T13 for best practices of fluency development and Oral Reading Guidelines to evaluate students' oral reading performance.

Oral Assessment An oral assessment at the end of each selection allows teachers to evaluate students' level of language output. Teachers use five selection-related

questions to prompt oral responses that demonstrate students' proficiency levels. The same questions are used for all students, so teachers may wish to incorporate additional strategies for beginners, such as using gestures or pictures to help elicit responses. For early advanced students, teachers may wish to prompt expanded responses by asking students to expand, elaborate, or clarify their answers. (See page 18 for an example.) See page T14 of this teacher edition for an Oral Assessment Rubric to evaluate students' proficiency levels.

Comprehension Blackline Masters Students start a graphic organizer at the beginning of each selection and complete it as they read to reinforce skills, such as identifying and analyzing. The graphic organizers for all lessons begin on page A1 at the back of this teacher edition. (See page 4 for an example.)

Word Study Blackline Masters Word study instruction occurs throughout these lessons and features words from the selections to illustrate particular word study topics, such as analogies, metaphors, similes, and word origins and derivations. (See page 5 for an example.) Word study activities that reinforce instruction begin on page A1 at the back of this teacher edition.

Grammar Link Blackline Masters Throughout the program, teachers are referred to grammar, sentence structure, and punctuation lessons that begin on page A1 at the back of this teacher edition. (See page 19 for an example.) The instruction and practice features characters and topics from the selections to provide meaningful context as students apply concepts.

Strategies for Teaching

Strategies for Teaching and Reinforcing Phonic Elements

1. Write the letter or letter for the sound you are targeting on the board. Say the sound associated with the letters and have students repeat the sound to you.
2. Write on the board several example words that contain the sound-spelling you are teaching. For each word, review the phonemes, or sounds, in the word and then model blending the new sound with the other sounds in the word. Have students repeat the blending procedure for each word with you. Finally, say each word as you point to it on the board and have students read each word back to you.
3. Dictate several additional words with the sound-spelling you are targeting. Have students write these words. Ask individuals to read back the words they have written.
4. Have one student, or several students simultaneously, write the words on the board. Discuss the students' spelling of these words and have them make corrections as needed.
5. Reinforce the sound-spelling skill through various reading, writing, or speaking activities, such as those suggested below.

Activities to Reinforce Word Analysis

- Have student find words with the targeted sound-spelling combination in a paragraph or segment of their literature selection; students should read these words aloud to a partner or within a group.
- Have students generate a list of words based on the example words and the sound-spelling correspondence taught; have them discuss these words in a group.
- Have students in a group discuss and sort words that have the specific sound-spelling you are targeting from a mix of words.
- Have students make flashcards of words that teach the appropriate phonics principle; have partners quiz each other on the words.
- Have small groups create cloze sentences that should be completed with words containing the targeted phonics elements. For example, if you are reviewing the *gr* blend, student might construct the following cloze sentence: Everyone had a gr_____ time at the party. After you review, groups may present their sentences to other groups for completion.
- Have students write sentences, paragraphs, poems, or riddles that make use of words that illustrate a particular phonics element.

Writing Checklist

Name _____

1. I followed the directions for writing.
2. My writing shows that I read and understood the article.
3. I capitalized the names of people and the proper names of places and things.
4. I put a punctuation mark at the end of each sentence.
5. I read my writing aloud and listened for missing words.
6. I used a dictionary to check words that didn't look right.

Check off the things on the list that you have done for each writing assignment.

Selection Titles	Checklist Numbers ✓					
	1	2	3	4	5	6
Amigo Brothers						
Rikki-tikki-tavi						
Thank You, M'am						
The Rider; I'll Walk the Tightrope						
Slam, Dunk, & Hook						
What Is a Knight?						
Functional Documents						
Aunty Misery; Strawberries						
TIME: The Giggle Prescription						
Miracles						
Annabel Lee						
A Crush						
Names/Nombres						
Langston Terrace; Home						
New Directions						
Four Skinny Trees; Chancas						
TIME: Message of Hope						
from Barrio Boy; How I Learned English						
The Monsters Are Due on Maple Street, Act 1						

Best Practices for Fluency Development

Glencoe's *Read and Write* for English learners provides differentiated instruction for fluency practice of the following skills:

Expression and Intonation

- Punctuation
- Bring Out Meaning
- Dialogue

Pacing

- Phrasing
- Meaningful Phrases
- Smooth Reading

Why Fluency Is Important for English Learners Slow, disfluent reading is associated with poor comprehension and inefficient reading overall. If reading proceeds haltingly, it is difficult for readers to make connections, activate background knowledge, acquire new information, or find deeper meaning in text. It's important for secondary students to understand the role fluency plays in the reading process. As students become aware of their oral and silent reading behaviors, they will be able to monitor their fluency.

Strategies for Developing Fluency

Oral Reading One of the most effective ways to help students build fluency is by having them listen to good oral readers and then practice oral reading themselves. Research shows that when a student hears the fluent reading of a text while simultaneously reading silently, fluency as well as vocabulary and comprehension improve.

Repeated Reading When students have difficulty with phrasing or inappropriate chunking of words, they need repeated practice in order to infer phrasing boundaries. Through repeated oral readings, the reader learns to transfer this knowledge of phrase patterns to other, unfamiliar passages.

Paired Reading Pair students and allow them to practice reading orally to one another. A partner may choose to read one paragraph at a time to the other, or the more fluent reader may read a long passage while the partner follows along silently.

Choral Reading Choral reading is a technique that allows students to use their voices in unison to convey meaning. This practice allows shy or insecure students to practice fluency in a safe environment.

By using these strategies, students will improve:

- Phrasing: the ability to chunk text into syntactically appropriate units
- Smoothness: the ability to read without hesitation or inappropriate pauses
- Prosody: the ability to portray the intonation, rhythm, and vocal stress in speech

Read and Write calls out passages in the selections that are appropriate for practicing certain fluency skills. Following is an effective sequence for presenting these lessons:

- Tell students they will be doing a choral reading of the passage.
- Read aloud the passage twice, demonstrating phrasing, smoothness, and prosody.
- Allow students to read the passage silently, practicing the fluency elements.
- Have students practice reading aloud the passage with a partner before choral reading.
- Students may join in the choral reading one at a time, until they are all reading together, or teachers may choose to have all students read together at the same time.

Teachers may want to evaluate students individually, using the Oral Reading Guidelines on page T17. Teachers may choose to keep records of students' oral readings to be able to show students' fluency improvement after repeated oral readings.

Oral Reading Guidelines

This guide will help you evaluate students' oral reading performances. In each of the five categories listed, score a student's fluency, using a scale of 1 to 4. After the evaluation in each category, average the five scores and record an overall score.

	Score 1 • Poor	Score 2 • Fair	Score 3 • Good	Score 4 • Excellent
Accuracy	Word Recognition is poor (below 85%); the reader attempt to decode but is usually unsuccessful.	Word recognition is marginal (86–90%); the reader often self-corrects but unsuccessfully.	Word recognition is good (91–95%); the reader often self-corrects successfully.	Word recognition is excellent (96% or above); self-corrections are necessarily few and usually successful.
Rate	The reading rate is slow and laborious.	The reading rate is somewhat slow and inappropriately fast.	The reading rate is adequate but sometimes unevenly fast or slow.	The reading rate is consistently conversational and appropriate.
Phrasing	The reader reads word-by-word in one tone, often not recognizing phrases, clauses, or ends of sentences.	The reader reads in groups of two or three words, often not recognizing phrases, clauses, or ends of sentences.	The reader has good expression but may pause in mid-sentence.	The reader reads expressively, showing understanding by recognizing phrases, clauses, and ends of sentences.
Smoothness	The reader pauses, hesitates, and repeats words many times.	The reader pauses and hesitates when encountering challenging parts.	The reader encounters occasional breaks in reading due to specific words; the reading is generally smooth.	The reader encounters very few breaks; the reading is smooth and even.
Prosody	The reader ignores punctuations and reads each word with equal emphasis.	The reader pays attention to punctuation, but reads in a monotone.	The reader uses expression appropriately to facilitate meaning.	The reader appropriately employs expression to enhance the text, using intonation, rhythm, and vocal stress to clarify meaning.

Name_____

Overall Score_____

Class_____

Percentage Score_____%

Oral Assessment Rubric

Read the questions from the selection-specific Oral Assessment as you evaluate students’ levels of language output. Place a checkmark in the box that reflects the type of student response to each question. Then tally the types of responses to determine students’ proficiency levels.

Questions	Beginning Student speaks using single words and short phrases	Intermediate Student speaks using simple sentences	Advanced Student displays an emerging ability to use complex sentences	Advanced High Student speaks using complex sentences
Question 1				
Question 2				
Question 3				
Question 4				
Question 5				

Total responses _____

Proficiency Level _____

English Language Proficiency Standards

Correlations to the English Language Proficiency Standards can be found in Glencoe Literature Texas Treasures Teacher Editions.

English Language Proficiency Standards

(a) Introduction.

- (1) The English language proficiency standards in this section outline English language proficiency level descriptors and student expectations for English language learners (ELLs). School districts shall implement this section as an integral part of each subject in the required curriculum. The English language proficiency standards are to be published along with the Texas Essential Knowledge and Skills (TEKS) for each subject in the required curriculum.
- (2) In order for ELLs to be successful, they must acquire both social and academic language proficiency in English. Social language proficiency in English consists of the English needed for daily social interactions. Academic language proficiency consists of the English needed to think critically, understand and learn new concepts, process complex academic material, and interact and communicate in English academic settings.
- (3) Classroom instruction that effectively integrates second language acquisition with quality content area instruction ensures that ELLs acquire social and academic language proficiency in English, learn the knowledge and skills in the TEKS, and reach their full academic potential.
- (4) Effective instruction in second language acquisition involves giving ELLs opportunities to listen, speak, read,

and write at their current levels of English development while gradually increasing the linguistic complexity of the English they read and hear, and are expected to speak and write.

- (5) The cross-curricular second language acquisition skills in subsection (c) of this section apply to ELLs in Kindergarten–Grade 12.
- (6) The English language proficiency levels of beginning, intermediate, advanced, and advanced high are not grade-specific. ELLs may exhibit different proficiency levels within the language domains of listening, speaking, reading, and writing. The proficiency level descriptors outlined in subsection (d) of this section show the progression of second language acquisition from one proficiency level to the next and serve as a road map to help content area teachers instruct ELLs commensurate with students’ linguistic needs.

(b) School district responsibilities. In fulfilling the requirements of this section, school districts shall:

- (1) identify the student’s English language proficiency levels in the domains of listening, speaking, reading, and writing in accordance with the proficiency level descriptors for the beginning, intermediate, advanced, and advanced high levels delineated in subsection (d) of this section;
- (2) provide instruction in the knowledge and skills of the foundation and enrichment curriculum in a manner that is linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s levels of English language proficiency to ensure that the student learns the knowledge and skills in the required curriculum;
- (3) provide content-based instruction including the cross-curricular second language acquisition skills in subsection (c) of this section in a manner that is linguistically

accommodated to help the student acquire English language proficiency; and

- (4) provide intensive and ongoing foundational second language acquisition instruction to ELLs in Grade 3 or higher who are at the beginning or intermediate level of English language proficiency in listening, speaking, reading, and/or writing as determined by the state's English language proficiency assessment system. These ELLs require focused, targeted, and systematic second language acquisition instruction to provide them with the foundation of English language vocabulary, grammar, syntax, and English mechanics necessary to support content-based instruction and accelerated learning of English.

(c) Cross-curricular second language acquisition essential knowledge and skills.

- (1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:

- (A) use prior knowledge and experiences to understand meanings in English;
- (B) monitor oral and written language production and employ self-corrective techniques or other resources;
- (C) use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary;
- (D) speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms

and circumlocution (conveying ideas by defining or describing when exact English words are not known);

- (E) internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment;
 - (F) use accessible language and learn new and essential language in the process;
 - (G) demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations; and
 - (H) develop and expand repertoire of learning strategies such as reasoning inductively or deductively, looking for patterns in language, and analyzing sayings and expressions commensurate with grade-level learning expectations.
- (2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:
 - (A) distinguish sounds and intonation patterns of English with increasing ease;
 - (B) recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters;
 - (C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions;

(D) monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed;

(E) use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborate spoken language;

(F) listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD ROM to build and reinforce concept and language attainment;

(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar;

(H) understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations; and

(I) demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs.

(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:

• (A) practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible;

• (B) expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication;

• (C) speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired;

• (D) speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency;

• (E) share information in cooperative learning interactions;

• (F) ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments;

• (G) express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics;

• (H) narrate, describe, and explain with increasing specificity and detail as more English is acquired;

• (I) adapt spoken language appropriately for formal and informal purposes; and

• (J) respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment.

(4) Cross-curricular second language acquisition/reading.

The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For Kindergarten and Grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:

- (A) learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words;
- (B) recognize directionality of English reading such as left to right and top to bottom;
- (C) develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials;
- (D) use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text;
- (E) read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned;
- (F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area

text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language;

- (G) demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs;
 - (H) read silently with increasing ease and comprehension for longer periods;
 - (I) demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs;
 - (J) demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs; and
 - (K) demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs.
- (5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across

foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For Kindergarten and Grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:

- (A) learn relationships between sounds and letters of the English language to represent sounds when writing in English;
- (B) write using newly acquired basic vocabulary and content-based grade-level vocabulary;
- (C) spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired;
- (D) edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired;
- (E) employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations, such as:
 - (i) using correct verbs, tenses, and pronouns/antecedents;
 - (ii) using possessive case (apostrophe *s*) correctly; and
 - (iii) using negatives and contractions correctly;
- (F) write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired; and
- (G) narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.

Why Use This Book?

Read for Fun and Read to Learn!

The notes and features of *Read and Write* will help you read and understand each literature and nonfiction selection. As you use these notes and features, you practice the skills and strategies that good readers use when they read.

Before You Read

Connect

Before you read, think about your own experiences. Share your knowledge and opinions.

Literary Elements and Reading Skills

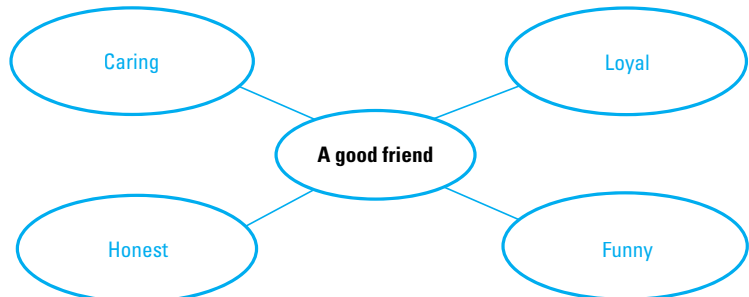
Literary elements help you to learn important features of literature. Reading skills help you develop good strategies to understand what you read.

Before You Read

Amigo Brothers

Connect to the Short Story

Think about your best friend. What makes that person such a good friend? Complete the web with qualities you think are important in a friend.



Literary Element Plot

Plot is the order of events in a story. Most plots include **conflict**, which is a struggle between two people, feelings, or forces. Conflict can be internal or external.

- **Internal conflict** is something you worry about on the inside, such as when you have to make a decision.
- **External conflict** is a problem you have with other people or forces, such as when you have to take cover from a bad storm. Conflict is important because it keeps the plot moving. It makes stories interesting because you want to find out who or what will win the struggle.

Reading Strategy Connect to Personal Experience

When you **connect to personal experience**, you stop and think about what you have read. You connect to what you read by asking yourself

- who does the character remind me of?
- when has something like this happened to me?
- how did I feel at the time?

Selection and Content Vocabulary

Learning new vocabulary helps prepare you to read.

Selection Vocabulary Practice saying the words with a partner.

devastating (dev' əs tā' ing) *adj.* causing a lot of injury or destruction

The **devastating** hurricane destroyed his house.

> Cognate (Spanish) **devastador(a)**

wary (wār' ē) *adj.* careful or watchful

The mail carrier was **wary** of the large, barking dog.

perpetual (pər pəch' ōō əl) *adj.* never-ending or lasting forever

The noise of traffic is a **perpetual** sound in a big city.

> Cognate (Spanish) **perpetuo(a)**

improvised (im' prə vīzəd') *v.* made or performed without preparing ahead of time
We **improvised** by holding big plastic bags over our heads when it started to rain.

> Cognate (Spanish) **improvisado(a)**

evading (i vād' ing) *v.* keeping away from or escaping from

I cannot catch the mouse because it keeps **evading** me.

> Cognate (Spanish) **evadir**

Content Vocabulary

lean (lēn) *adj.* thin
Ali exercises often because he wants to be **lean** and strong.



champion (cham' pē ən) *n.* the person who wins first prize
Raúl was the **champion** of the soccer team.



muscular (mus' kyə lər) *adj.* having well-formed muscles, or strong
Jaime lifts weights to become **muscular**.



ashamed (ə shāmd') *adj.* feeling embarrassed or uncomfortable
The girl felt **ashamed**. She forgot her homework at home.



confident (kon' fə dənt) *adj.* being sure of oneself
Maria is **confident** that she will save enough money to buy a bicycle.



victory (vik' tər ē) *n.* the defeat of an enemy or opponent
The soccer game ended in a **victory** for our school.
> Cognate (Spanish) **victoria**



briskly (brisk' lē) *adv.* in a quick and energetic way
The excited group of students walked **briskly** to the bus.



charging (chärj' ing) *v.* moving forward to attack
I could not catch my dog. It was **charging** after a rabbit.



For more practice, see page 242.

Read, Respond, Interact

Notes support you as you read. Interact with and respond to the text by answering questions and reading information.

During Reading

Amigo Brothers

Antonio Cruz and Felix Varga were both seventeen years old. They were so together in friendship that they felt themselves to be brothers. They had known each other since childhood, growing up on the lower east side of Manhattan in the same tenement¹ building on Fifth Street between Avenue A and Avenue B.

Antonio was fair, lean and lanky, while Felix was dark, short, and husky. Antonio's hair was always falling over his eyes, while Felix wore his black hair in a natural Afro style.

Each youngster had a dream of someday becoming lightweight champion of the world. Every chance they had the boys worked out, sometimes at the Boy's Club on 10th Street and Avenue A and sometimes at the pro's gym on 14th Street. Early morning sunrises would find them running along the East River Drive, wrapped in sweat shirts, short towels around their necks, and handkerchiefs Apache style around their foreheads.

While some youngsters were into street negatives, Antonio and Felix slept, ate, rapped, and dreamt positive.

Between them, they had a collection of *Fight* magazines second to none, plus a scrapbook filled with torn tickets to every boxing match they had ever attended, and some clippings of their own. If asked a question about any given fighter, they would immediately zip out from their memory banks divisions, weights, records of fights, knockouts, technical knockouts, and draws² or losses.

Each had fought many bouts representing their community and had won two gold-plated medals plus a silver and bronze medallion. The difference was in their style. Antonio's lean form and long reach made him the better boxer, while Felix's short and muscular frame made him the better slugger. Whenever they had met in the ring for sparring sessions,³ it had always been hot and heavy.

Now, after a series of elimination bouts,⁴ they had been informed that they were to meet each other in the division finals that were scheduled for the seventh of August, two weeks away—the winner to represent the Boys Club in the Golden Gloves Championship Tournament.

The two boys continued to run together along the East River Drive. But even when joking with each other, they both sensed a wall rising between them.

One morning less than a week before their bout, they met as usual for their daily workout. They fooled around with a few jabs at the air, slapped skin, and then took off, running lightly along the dirty East River's edge.

Antonio glanced at Felix who kept his eyes purposely straight ahead, pausing from time to time to do some fancy leg work while throwing one-two's followed by upper cuts to an imaginary jaw. Antonio then beat the air with a barrage of body blows and short devastating lefts with an overhand jaw-breaking right.

After a mile or so, Felix puffed and said, "Let's stop a while, bro. I think we both got something to say to each other."

Antonio nodded. It was not natural to be acting as though nothing unusual was happening when two

lean (lĕn) *adj.* thin

champion (cham' pĕ ən) *n.* the person who wins first prize

Background Information

Lightweight Boxers are put in categories based on their weights. A boxer in the lightweight category weighs between 130 and 135 pounds.

To Sum Up

- Felix and Antonio are best friends.
- Both boys want to be boxing champions.

1. A **tenement** is a kind of apartment building.

2. A **knockout** is when a boxer falls to the ground and does not stand up within a certain amount of time. A **technical knockout** is when a boxer is injured or confused and unable to continue the fight. A **draw** is when a fight is so close that neither boxer can be called the winner.

Questions about **Literary Element** allow you to practice this feature.

Content Vocabulary appears next to the words in the text.

To Sum Up boxes summarize each page.

Background Information gives you extra facts about the text.

Selection Vocabulary appears on the same page as the new word.

boxing ring

silver and bronze medallion. The difference was in their style. Antonio's lean form and long reach made him the better boxer, while Felix's short and muscular frame made him the better slugger. Whenever they had met in the ring for sparring sessions,³ it had always been hot and heavy.

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Vocabulary

devastating (dev' as tāt' ing) *adj.* causing a lot of injury or destruction

3. **Sparring sessions** are practice fights.

4. **Elimination bouts** are fights in a tournament; the winners advance to fight again, but the losers are taken out of competition.

Amigo Brothers

muscular (mus' kyā lār) *adj.* having well-formed muscles, or strong



Literary Element

Plot Antonio and Felix must fight each other. What type of conflict is this? Check the correct answer.

☐ internal

☒ external

☐ neither

To Sum Up

- The boys have different boxing styles.
- The boys must compete against each other.

the courage of a tug boat pulling a barge five times its welterweight¹⁰ size.

"It's fair, Tony. When we get into the ring, it's gotta be like we never met. We gotta be like two heavy strangers that want the same thing and only one can have it. You understand, don'tcha?"

"Sí, I know," Tony smiled. "No pulling punches. We go all the way."

"Yeah, that's right. Listen, Tony. Don't you think it's a good idea if we don't see each other until the day of the fight? I'm going to stay with my Aunt Lucy in the Bronx. I can use Gleason's Gym for working out. My manager says he got some sparring partners with more or less your style."

Tony scratched his nose pensively.¹¹ "Yeah, it would be better for our heads." He held out his hand, palm upward.

"Deal?"

"Deal." Felix lightly slapped open skin.

"Ready for some more running?" Tony asked lamely.

"Naw, bro. Let's cut it here. You go on. I kinda like to get

10. A **welterweight** boxer weighs between 141 and 147 pounds.
11. **Pensively** means "in a thoughtful or sad way."

REFLECT

Connect to Personal Experience

Think about a time when you competed against a friend.
How did you feel about it?

Possible answer: I felt sad and nervous.



Talk about your answer with a partner.

Amigo Brothers

Follow along as your teacher leads you in a shared reading.



Comprehension Check

Reread the boxed text.
Underline what the boys promise each other.

A **deal** is an agreement. The boys agree to stay apart until the fight.

To Sum Up

Felix and Antonio decide that they must fight each other fairly.

Amigo Brothers

7

Respond to **Comprehension Check** to see how well you understand the text.

Definitions of idioms or interesting expressions help you to understand what you read.

Footnotes define terms in the text.

Reflect boxes give you a chance to practice the Reading Strategy.

You can respond to and interact with nonfiction text on a special **Note Taking** page.

Note Taking

Read the text on the left. Then record your answers to the items below.

1. The most interesting word on this page is _____ because _____.
2. One word that I didn't know on this page is _____. It means _____.
3. One thing I read on this page that I already knew is _____.
4. One thing I learned on this page that I didn't know is _____.
5. Recap, or write in your own words, what you learned by reading this page.

6. Summarize below what you've recorded.

Most Interesting Word	New Word	One Thing I Already Knew	One Thing I Learned

Show What You Know

After reading activities help you focus your understanding of the text. Here, you apply the skills and strategies you practiced during reading.

After Reading

After You Read **Amigo Brothers**

Vocabulary Check

A. Circle the picture that best answers the question.

- Which dog is **lean**?  
- Which person looks **confident**?  
- Who is **charging**?  
- Which person looks **ashamed**?  

B. Choose the sentence that is the best example of the vocabulary word.

- muscular**
 - someone who lifts weights a lot
 - someone who doesn't exercise
- victory**
 - The team won the game.
 - The team lost the game.
- perpetual**
 - Sometimes my friend is happy.
 - My friend is always happy.
- devastating**
 - The tornado destroyed our house.
 - I finished my homework.
- briskly**
 - how you walk when you are tired
 - how you walk when you want to move quickly

C. Read the vocabulary words. Think about what each word means in "Amigo Brothers." Circle the word that has almost the same meaning.

- champion** winner dreamer failure fighter
- wary** careless cautious thoughtless fast
- evading** enjoying facing escaping hitting
- improvised** planned messages traditional made up
- perpetual** brief long-lasting finished forgotten

Read the directions carefully. If you do not know the meaning of a word, ask a partner or your teacher.

Amigo Brothers 19

Vocabulary Check shows how well you learned the new vocabulary.

Check your understanding of the text in **Comprehension Check**.

After You Read **Amigo Brothers**

Role Play an Interview

Prepare an interview that you and a partner will role-play for the class. Pretend that you are either Felix or Antonio and a reporter is interviewing you after the fight. Write your answers to the questions below. Then practice reading the finished interview aloud with a partner. Take turns being the interviewer and Antonio or Felix.

INTERVIEWER: What is your name?
ANTONIO/FELIX: My name is Felix Varga.
Possible answer: Felix Varga.

INTERVIEWER: What do you look like?
What does your opponent look like?
ANTONIO/FELIX: I am dark, short, husky, and I have an afro. He is lean and lanky, has a long reach, and has long hair.

INTERVIEWER: How long have you known your opponent?
ANTONIO/FELIX: I have known him since childhood.

INTERVIEWER: Why do you call him "amigo brother"?
ANTONIO/FELIX: I call him "amigo brother" because we are close like brothers.

INTERVIEWER: Describe what you did to prepare for the fight.
ANTONIO/FELIX: Possible answer: I trained at a gym and watched a movie.

INTERVIEWER: Did your friendship change before the fight? How?
ANTONIO/FELIX: Possible answer: Yes, we both decided to spend some time apart.

INTERVIEWER: Was it difficult to face your friend in the ring? Why or why not?
ANTONIO/FELIX: Possible answer: Yes, because he is my friend.

INTERVIEWER: Who was the true champion of the fight? Explain.
ANTONIO/FELIX: Possible answer: We both were because we didn't care who won. We had our friendship and that was enough.

Amigo Brothers 243

After You Read **Amigo Brothers**

Comprehension Check

A. What happens in "Amigo Brothers"? Use the diagram to tell the events in order.

Beginning: Antonio and Felix decide to fight.

Middle: Antonio and Felix worry that boxing will hurt the friendship.

End: Antonio and Felix fight hard but quit before the end. They are still friends.

B. Compare Antonio and Felix. How are they alike? How are they different?

Antonio	Both	Felix
lean; long reach; better boxer	worried; want to win	short; muscular; better slugger

C. Think about the story. Then complete the sentences.

The main characters in the story are Antonio and Felix.

Both characters have an internal conflict because they are worried about fighting against each other, but they both want to win a championship.

Both characters have an external conflict. This conflict is the boxing match.

The conflicts end when the characters box each other, but stop before they knock each other out.

For more practice, see page 243.

20

Fun activities allow you to speak, listen, read, and write.



Many other activities also appear in the back of your book!



7.6.B Analyze the development of the plot through the internal and external responses of the characters, including their motivations and conflicts.

RC-7.C Reflect on understanding to monitor comprehension (e.g., making personal connections).

Amigo Brothers

by Piri Thomas

Amigo Brothers

1

Oral Language

Build Background

Read the title and author. Explain that students will read “Amigo Brothers” by Piri Thomas, an author who was born in Puerto Rico. **Ask:** *Amigo is a Spanish word. Who knows what amigo means? What do you think an amigo brother would be? (a friend who is like a brother)*

Talk About the Short Story

Explain that the story is about two best friends who are boxers.

Beginning **Ask:** *Have you ever seen a boxing match?* Gesture a punch, a left, and a right to help students understand what a boxing match is.

Intermediate Explain that boxers need to practice, or train, before a fight. Have students describe what boxers do to prepare for a match.

Before a fight, a boxer will _____. (exercise, run, lift weights, fight practice matches)

Advanced/Advanced High Many students will be familiar with the boxing terms in the story. Help them generate a list of boxing terms and explain them.

Model *I know that a boxing contest is called a match, just like a soccer game is called a match. Write down match, and encourage students to add to the list of terms, such as round, bout, left, right, punch, knock out, referee, and ring.*

Lesson at a Glance

Oral Language

- Build Background
- Talk About the Short Story

Vocabulary

- Selection Vocabulary
- Content Vocabulary
- Academic Vocabulary

Phonics

- Consonant Clusters with *r*

Literary Element

- Plot

Reading Strategy

- Connect to Personal Experience

Writing Link

- Sports News Broadcast

Fluency

- Expression and Intonation: Dialogue

Comprehension

- BLM

Word Study

- Multiple-Meaning Words BLM

Grammar Link

- Interrogative Sentences BLM

BLM

BLM

BLM

Technology

- Student Works™ Plus
- Teacher Works™ Plus
- Listening Library Audio CD
- Classroom Presentation Toolkit
- Glencoe Visual Vocabulary
- Skill Level Up!™ A Skill-Based Language Arts Game

Interactive Question-Response

Connect to the Short Story

Read aloud *Connect to the Short Story*. Reproduce the web on the board. **Model** *My good friend listens to me when I have a problem. She's a good listener.* Model writing your response in the web, and have volunteers suggest other responses. Then have individuals fill in their own webs.

Literary Element Plot

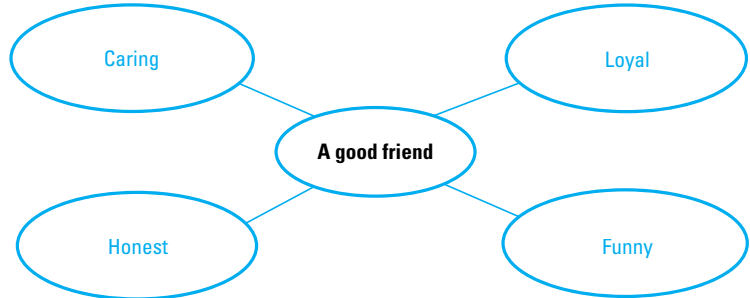
Explain, using gestures, that an internal conflict happens inside of us, such as a difficult decision. An external conflict happens outside of us, such as an argument with a friend. Draw an outline of a person on the board. Read aloud *Literary Element*. As you read, write the topics of external and internal conflicts outside or inside the outline. Provide other examples (a storm, a best friend, a feeling of insecurity, a difficult choice), and ask students whether you should write them outside or inside the outline.

Reading Strategy Connect to Personal Experience

Read aloud the Reading Strategy. Tell students that if they are able to connect what they read to personal experience, it will help them understand more easily what they are reading. Provide an anecdote that students might relate to, such as: *There was a student who did his homework one night. The next day, he couldn't find his homework! He was sad, because his teacher got angry.* Then prompt students to answer the questions based on the anecdote, and help them recognize how they're connecting it to personal experience.

Connect to the Short Story

Think about your best friend. What makes that person such a good friend? Complete the web with qualities you think are important in a friend.



Literary Element Plot

Plot is the order of events in a story. Most plots include **conflict**, which is a struggle between two people, feelings, or forces. Conflict can be internal or external.

- **Internal conflict** is something you worry about on the inside, such as when you have to make a decision.
- **External conflict** is a problem you have with other people or forces, such as when you have to take cover from a bad storm. Conflict is important because it keeps the plot moving. It makes stories interesting because you want to find out who or what will win the struggle.

Reading Strategy Connect to Personal Experience

When you **connect to personal experience**, you stop and think about what you have read. You connect to what you read by asking yourself

- who does the character remind me of?
- when has something like this happened to me?
- how did I feel at the time?

Selection Vocabulary Practice saying the words with a partner.

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> Cognate (Spanish) **devastador(a)**

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The mail carrier was **wary** of the large, barking dog.

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The noise of traffic is a **perpetual** sound in a big city.

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We **improvised** by holding big plastic bags over our heads when it started to rain.

> Cognate (Spanish) **improvisado(a)**

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I cannot catch the mouse because it keeps **evading** me.

> Cognate (Spanish) **evadir**

Content Vocabulary

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Ali exercises often because he wants to be **lean** and strong.



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Raúl was the **champion** of the soccer team.



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Jaime lifts weights to become **muscular**.



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The girl felt **ashamed**. She forgot her homework at home.



confident (kon' fə dnt) *adj.* being sure of oneself
Maria is **confident** that she will save enough money to buy a bicycle.



victory (vik' tər ē) *n.* the defeat of an enemy or opponent
The soccer game ended in a **victory** for our school.

> Cognate (Spanish) **victoria**



briskly (brisk' lē) *adv.* in a quick and energetic way
The excited group of students walked **briskly** to the bus.



charging (chārg' ing) *v.* moving forward to attack
I could not catch my dog. It was **charging** after a rabbit.



For more practice, see page 242.

Amigo Brothers

3

Vocabulary Routine

To introduce the vocabulary, read aloud the words and definitions in the student book and have students repeat after you. Discuss how the pictures illustrate the words or sentences. Then follow the vocabulary routine below.

Selection Vocabulary

Define: When something is **devastating**, it is terrible. **Example:** A car accident is *devastating*.
Ask: What is another example of something that is **devastating**? **EXAMPLE**

When you act **wary**, you think something might be dangerous or a problem. *The teenage girl was wary to go out at night alone.* Describe a time when you are wary. **DESCRIPTION**

A **perpetual** light is one that is always on. A *perpetual problem never goes away.* Do you have a perpetual problem? **EXPLANATION**

Continue the routine with *improvised* and *evading*.

Content Vocabulary

A **lean** child is thin from eating well and exercising. *Basketball players are tall and lean.* What would you eat to be lean? **EXPLANATION**

Fans cheer when the **champion** receives a medal. *The soccer champion loves winning the game.* How is a *champion* like a winner? **SYNONYM**

When someone feels **ashamed**, this person is not happy about his or her own wrong actions. *Someone who is upset about his or her own actions might be embarrassed.* How are the words *ashamed* and *embarrassed* the same? How are they different? **COMPARE AND CONTRAST**

When you walk **briskly**, you walk very quickly. *The man walked briskly, since he was late.* Describe a time when someone might walk briskly? **DESCRIPTION**

Continue the routine with *victory*, *confident*, *muscular*, and *charging*.

Vocabulary Practice Have students complete the vocabulary practice activity on p. 242.

Phonics

Consonant Clusters with r

Tell students they are going to practice consonant cluster *br*. Tell them that consonants are blended, but each consonant keeps its own sound. Ask students to find a vocabulary word with the consonant cluster *br* at the beginning of the word (*briskly*). Slowly pronounce the word, and have students show one and two fingers, respectively, when they hear /b/ and /r/. Then have students say the word.

Ask students to find words with an initial *br* on pages 4 (*brothers*), 5 (*bronze*, *bro*), and 6 (*Brooklyn*, *broke*). Briefly explain their meanings, and have students repeat them.

Interactive Question-Response

Content Vocabulary

Read aloud the word and definition for *lean*. Focus students on the first sentence of the second paragraph. **Ask:** *Who is lean? (Antonio is lean.)* Draw a lean figure on the board. **Ask:** *What does the sentence say about Felix? (He is dark, short, and husky.)* Draw a husky figure on the board. Point to the drawings and ask students to say the associated words *lean* or *husky* as you point to each drawing. Read aloud the word and definition of *champion*. **Ask:** *Who are some champions that you know? (Tiger Woods, the Boston Red Sox)*

Background Information

Read aloud the note. Ask students to think about what another boxer category might be and ask them to think of the opposite of *light*. Demonstrate with a piece of paper and a heavy object, such as a paperweight, to prompt *heavyweight*.

lean (lēn) *adj.* thin



champion (cham' pē ən) *n.*
the person who wins first prize



Background Information

Lightweight Boxers are put in categories based on their weights. A boxer in the lightweight category weighs between 130 and 135 pounds.

To Sum Up

- Felix and Antonio are best friends.
- Both boys want to be boxing champions.

4

Amigo Brothers

Antonio Cruz and Felix Varga were both seventeen years old. They were so together in friendship that they felt themselves to be brothers. They had known each other since childhood, growing up on the lower east side of Manhattan in the same tenement¹ building on Fifth Street between Avenue A and Avenue B.

Antonio was fair, lean and lanky, while Felix was dark, short, and husky. Antonio's hair was always falling over his eyes, while Felix wore his black hair in a natural Afro style.

¹⁰ Each youngster had a dream of someday becoming lightweight champion of the world. Every chance they had the boys worked out, sometimes at the Boy's Club on 10th Street and Avenue A and sometimes at the pro's gym on 14th Street. Early morning sunrises would find them running along the East River Drive, wrapped in sweat shirts, short towels around their necks, and handkerchiefs Apache style around their foreheads.

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²⁰ Between them, they had a collection of *Fight* magazines second to none, plus a scrapbook filled with torn tickets to every boxing match they had ever attended, and some clippings of their own. If asked a question about any given fighter, they would immediately zip out from their memory banks divisions, weights, records of fights, knockouts, technical knockouts, and draws² or losses.

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Comprehension

BLM

To support students as they read the selection, have them begin the graphic organizer on page A2.



boxing ring

silver and bronze medallion. The difference was in their style. Antonio's lean form and long reach made him the better boxer, while Felix's short and muscular frame made him the better slugger. Whenever they had met in the ring for sparring sessions,³ it had

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Antonio nodded. It was not natural to be acting as though nothing unusual was happening when two

muscular (mus' kyə lər) *adj.*
having well-formed muscles,
or strong



Literary Element

Plot Antonio and Felix must fight each other. What type of conflict is this? Check the correct answer.

- ☐ internal
☒ external
☐ neither

To Sum Up

- The boys have different boxing styles.
- The boys must compete against each other.

Interactive Question-Response

Content Vocabulary

Read aloud the word and definition. Ask students to name someone they know who is muscular, or a sports figure who is muscular. **Model** *I can think of someone who is muscular. LeBron James of the Cleveland Cavaliers is very muscular. He is very muscular because he plays professional basketball, so he must be in good physical condition.*

Literary Element Plot

If students have difficulty responding: **Model** *If I have an internal conflict, then it is inside of my own head and no one else can see it. If I have an external conflict, then it is outside of me, and everyone can see it. Is the fight between Felix and Antonio in their heads, or can everyone see it? I think everyone can see it. Ask: Is the fight between Felix and Antonio internal or external? (external) Why? (It is external because everyone can see it.)*

Vocabulary

devastating (dev' as tāt' ing) *adj.* causing a lot of injury or destruction

3. **Sparring sessions** are practice fights.

4. **Elimination bouts** are fights in a tournament; the winners advance to fight again, but the losers are taken out of competition.

Word Study

BLM

Multiple-Meaning Words

Point out the words *lean*, *frame*, and *ring* in the first paragraph. Demonstrate how these words have more than one meaning, using gestures and pictures on the board. (a lean build versus to lean on something, a picture frame versus a physical build, and a piece of jewelry versus a boxing ring) Continue the process with the words *hot* and *heavy*, *division*, and *cuts*. Then have students practice these multiple-meaning words by completing the activity on page A3.

Interactive Question-Response

Literary Element Plot

If students have difficulty responding: **Model** *If a conflict is internal, it is a feeling or idea inside of me. A clue that Felix has an internal conflict is when he says "I've been thinking about it too," because then I know it's something inside his own head. He also says "I've been awake at night." I know that when I'm thinking or bothered about something, it can keep me awake at night. I just made a personal connection to the text. Relating my personal experience to the text helps me understand it better.* **Ask:** *How does staying awake at night show an internal conflict? (Staying awake and not sleeping shows you are worried or upset. It shows that there is a struggle inside of you.)*

Blasting each other means "hitting each other very hard."



Literary Element

Plot Felix has an internal conflict. Underline the words in the story that tell you what he is feeling.

To Sum Up

- Both boys start feeling uneasy when they are together.
- They both want to win the fight, but they don't want to hurt each other.

ace-boon⁵ buddies were going to be **blasting each other** within a few short days.

They rested their elbows on the railing separating them from the river. Antonio wiped his face with his short towel. The sunrise was now creating day.

Felix leaned heavily on the river's railing and stared across to the shores of Brooklyn. Finally, he broke the silence.

"Man, I don't know how to come out with it."

Antonio helped. "It's about our fight, right?"

"Yeah, right." Felix's eyes squinted at the rising orange sun.

"I've been thinking about it too, *panín*.⁶ In fact, since we found out it was going to be me and you, I've been awake at night, pulling punches⁷ on you, trying not to hurt you."

"Same here. It ain't natural not to think about the fight. I mean, we both are *cheverote*⁸ fighters and we both want to win. But only one of us can win. There ain't no draws in the eliminations."

Felix tapped Antonio gently on the shoulder. "I don't mean to sound like I'm bragging, bro. But I wanna win, fair and square."

Antonio nodded quietly. "Yeah. We both know that in the ring the better man wins. Friend or no friend, brother or no..."

Felix finished it for him. "Brother. Tony, let's promise something right here. Okay?"

"If it's fair, *hermano*,⁹ I'm for it." Antonio admired

5. Here, **ace** means "best" and **boon** means "good times," so **ace-boon** buddies are best friends who have fun and good times.

6. **Panín** (pá' nèn) is American Spanish slang for "pal or friend."

7. **Pulling punches** means "holding back on the strength of a punch."

8. **Cheverote** (che ve rō' tā) is American Spanish slang for "really cool."

9. **Hermano** (är män' ō) is Spanish for "brother."

the courage of a tug boat pulling a barge five times its welterweight¹⁰ size.

"It's fair, Tony. When we get into the ring, it's gotta be like we never met. We gotta be like two heavy strangers that want the same thing and only one can have it. You understand, don'tcha?"

"Sí, I know." Tony smiled. "No pulling punches. We go all the way."

"Yeah, that's right. Listen, Tony. Don't you think it's a good idea if we don't see each other until the day of the fight? I'm going to stay with my Aunt Lucy in the Bronx. I can use Gleason's Gym for working out. My manager says he got some sparring partners with more or less your style."

Tony scratched his nose pensively.¹¹ "Yeah, it would be better for our heads." He held out his hand, palm upward.

"Deal?"

"Deal." Felix lightly slapped open skin.

"Ready for some more running?" Tony asked lamely.

"Naw, bro. Let's cut it here. You go on. I kinda like to get

10. A **welterweight** boxer weighs between 141 and 147 pounds.

11. **Pensively** means "in a thoughtful or sad way."

REFLECT

Connect to Personal Experience

Think about a time when you competed against a friend. How did you feel about it?

Possible answer: I felt sad and nervous.



Talk about your answer with a partner.

Follow along as your teacher leads you in a shared reading.



Comprehension Check

Reread the boxed text. Underline what the boys promise each other.

A **deal** is an agreement. The boys agree to stay apart until the fight.

To Sum Up

Felix and Antonio decide that they must fight each other fairly.

Interactive Question-Response

Comprehension Check

Ask students to share what they underlined in the text. **Ask:** Will the boys' internal conflict be over now? Why or why not? (No; they will still worry about hurting each other.)

Reflect

Partner Talk Have students work in pairs to answer. To help students get started: **Model** To answer this, I would think about my life and when I played a game or was in a contest. I would try to describe how I felt then. I can think of a time I competed against a friend when I was in middle school. It was during a debate contest. I felt worried that my friend would be mad if she lost the debate. Write the following sentence frame on the board to help students organize their thoughts.

I competed against a friend when I _____.
I felt _____.

Fluency

Expression and Intonation: Dialogue

Intermediate/Advanced Tell students that they will be doing a choral reading of the first four complete paragraphs. Remind students to change their voices for different characters and to apply what they know about the character. Model the fluency skill as you read the text at a moderate tempo. Then have the entire group read aloud the passage together. When students reach the end of the passage, have pairs of students reread to each other. To assess individual fluency, use the Oral Reading Guidelines on page T13.

Beginning Have these students do a shared reading of only the first paragraph of the passage. Direct students to follow along in their books as you read. Model the pronunciation of the text using the fluency skill. Then have students join in as you reread the paragraph.

Interactive Question-Response

Content Vocabulary

Have a student read aloud the word and definition of *ashamed*. **Ask:** *Why are the boys not ashamed to hug? (They are close friends, like brothers.)* Explain that boys don't usually hug each other, because some people think it is something only girls do.

Literary Element Plot

Ask students to share what they underlined. **Ask:** *Is Tony alone? (Yes.) Why? (Since Tony is trying to prepare his emotions for the fight, he needs to be alone to think.)*

ashamed (ə shāmd') *adj.* feeling embarrassed or uncomfortable



Psyching up means "to emotionally prepare for a task."



Literary Element

Plot Underline what Tony does to get psyched up.

To Sum Up

- The boys agree to stay apart until the fight.
- Tony goes to the roof to think.
- Felix goes to a movie called *The Champion*.

things together in my head."

"You ain't worried, are you?" Tony asked.

"No way, man." Felix laughed out loud. "I got too much smarts for that. I just think it's cooler if we split right here.

¹¹⁰ After the fight, we can get it together again like nothing ever happened."

The amigo brothers were not ashamed to hug each other tightly.

"Guess you're right. Watch yourself, Felix. I hear there's some pretty heavy dudes up in the Bronx. *Sauvecito*,¹² okay?"

"Okay. You watch yourself too, *sabe*?"¹³

Tony jogged away. Felix watched his friend disappear from view, throwing rights and lefts. Both fighters had a lot of **psyching up** to do before the big fight.

¹²⁰ The days in training passed much too slowly. Although they kept out of each other's way, they were aware of each other's progress via the ghetto grapevine.

The evening before the big fight, Tony made his way to the roof of his tenement. In the quiet early dark, he peered over the ledge. Six stories below the lights of the city blinked and the sounds of cars mingled with the curses and the laughter of children in the street. He tried not to think of Felix, feeling he had succeeded in psyching his mind. But ¹³⁰ only in the ring would he really know. To spare Felix hurt, he would have to knock him out, early and quick.

Up in the South Bronx, Felix decided to take in a movie in an effort to keep Antonio's face away from his fists. The flick was *The Champion* with Kirk Douglas, the third time Felix was seeing it.

The champion was getting the daylights beat out of him. He was saved only by the sound of the bell.

¹². *Sauvecito* (soo äv' vä sē' tō) is American Spanish slang for "take it easy" or "be cool."

¹³. *Sabe* (sa' bā) means "You know?" in Spanish.

Felix became the champ and Tony the challenger. The movie audience was going out of its head. The champ hunched his shoulders grunting and sniffing red blood back into his broken nose. The challenger, confident that he had the championship in the bag, threw a left. The champ countered with a dynamite right.

Felix's right arm felt the shock. Antonio's face, superimposed on the screen, was hit by the awesome force of the blow. Felix saw himself in the ring, blasting Antonio against the ropes. The champ had to be forcibly restrained. The challenger fell slowly to the canvas.

When Felix finally left the theatre, he had figured out how to psyche himself for tomorrow's fight. It was Felix the Champion vs. Antonio the Challenger.

He walked up some dark streets, deserted except for small pockets of **wary**-looking kids wearing gang colors. Despite the fact that he was Puerto Rican like them, they eyed him as a stranger to their turf. Felix did a fast shuffle, bobbing and weaving, while letting loose a torrent of blows that would demolish whatever got in its way. It seemed to impress the brothers, who went about their own business.

Finding no takers, Felix decided to split to his aunt's. Walking the streets had not relaxed him, neither had the fight flick. All it had done was to stir him up. He let himself quietly into his Aunt Lucy's apartment and went straight to bed, falling into a fitful sleep with sounds of the gong for Round One.

Antonio was passing some heavy time on his rooftop. How would the fight tomorrow affect his relationship with Felix? After all, fighting was like any other profession. Friendship had nothing to do with it. A gnawing doubt crept in. He cut negative thinking real quick by doing some speedy fancy dance steps, bobbing and weaving

Vocabulary

wary (wā' ē) *adj.* careful or watchful

confident (kon' fə dant) *adj.*
being sure of oneself



Comprehension Check

How does Felix get ready for the fight? Check the correct answer.

- ☐ trains at a gym
- ☒ watches a movie
- ☐ picks fights on the street

To Sum Up

- ▶ As Felix watches the movie, he thinks of himself as a champion.
- ▶ Felix cannot relax.
- ▶ Antonio worries about his friendship with Felix.

Interactive Question-Response

Content Vocabulary

Have a student read the sentence containing the Content Vocabulary word *confident*. **Ask:** *What is the challenger confident about? (He is confident that he will win the fight.)*

Comprehension Check

If students have difficulty answering, **Ask:** *How does watching a movie about boxing help Felix prepare for the fight? (It helps him to picture Antonio as an opponent instead of as his friend.)*

Academic Vocabulary

To prepare for the fight, Antonio "cut **negative** thinking" by practicing his footwork. Explain that in the story, both boys "thought positive." Explain that negative thoughts have to do with words like *no* and *not*, and positive thoughts have to do with the words *can* and *yes*. Ask students what they can do. **Model** *I can ride a bike*. Then ask students what they do not want to do. **Model** *I do not want to fix my bike myself*. Have students give examples of negative and positive thoughts that the characters or others might have.

negative thoughts	positive thoughts

Differentiated Instruction

Clarify the Text Help students understand how Felix prepares for the fight and what he is experiencing during the movie.

Beginning Read aloud the first bullet in To Sum Up. **Ask:** *Does Felix imagine he will be the loser or the winner? (winner)*

Intermediate Have partners read aloud the first boxed text on page 9. Then have them complete these sentence frames: *Felix prepares for the fight by thinking about _____. (himself as a winner) He imagines that he is _____. (the champion in the movie)*

Early Advanced/Advanced High Explain that, in the movie, Felix imagines he is watching himself defeating Antonio, and that he can almost feel himself hitting Antonio. Encourage students to reread the text that shows how Felix has placed himself in the film and restate these lines in their own words.

Interactive Question-Response

Content Vocabulary

Have a student read aloud the word and definition of *victory*. **Ask:** *What is the victory that both boys want? How do they want it to happen? (They want to win the championship, and they want the fight to be over fast.)*

Comprehension Check

Ask students to share their answers. **Ask:** *How might the knowledge that their fight will be seen by so many people effect Antonio and Felix? (It might make them more nervous.)*

victory (vik' tə rē) *n.* the defeat of an enemy or opponent



Comprehension Check

Reread the boxed text. Underline why the fight's location is changed.

To Sum Up

- Many people are interested in the fight.
- The fight will take place in Tompkins Square Park.

170 like mercury.¹⁴ The night air was blurred with **perpetual** motions of left hooks and right crosses. Felix, his *amigo* brother, was not going to be Felix at all in the ring. Just an opponent with another face. Antonio went to sleep, hearing the opening bell for the first round. Like his friend in the South Bronx, he prayed for victory via a quick clean knock-out in the first round.

Large posters plastered all over the walls of local shops announced the fight between Antonio Cruz and Felix Vargas as the main bout.

180 The fight had created great interest in the neighborhood. Antonio and Felix were well liked and respected. Each had his own loyal following.

Antonio's fans had unbridled¹⁵ faith in his boxing skills. On the other side, Felix's admirers trusted in his dynamite-packed fists.

Felix had returned to his apartment early in the morning of August 7th and stayed there, hoping to avoid seeing Antonio. He turned the radio on to *salsa*¹⁶ music sounds and then tried to read while waiting for word from

190 his manager.

The fight was scheduled to take place in Tompkins Square Park. It had been decided that the gymnasium of the Boys Club was not large enough to hold all the people who were sure to attend. In Tompkins Square Park, everyone who wanted could view the fight, whether from ringside or window fire escapes or tenement rooftops.

The morning of the fight Tompkins Square was a beehive of activity with numerous workers setting up the ring, the seats, and the guest speakers' stand. The scheduled

Vocabulary

perpetual (pə' pech' ōō əl) *adj.* never-ending or lasting forever

14. **Mercury** is a metal that is liquid at room temperature and moves about as if it were alive.

15. **Unbridled** means "not being under control."

16. **Salsa** is a lively Latin American dance music that uses elements of rhythm and blues, jazz, and rock.

bouts began shortly after noon and the park had begun filling up even earlier.

The local junior high school across from Tompkins Square Park served as the dressing room for all the fighters. Each was given a separate classroom with desk tops, covered with mats, serving as resting tables. Antonio thought he caught a glimpse of Felix waving to him from a room at the far end of the corridor. He waved back just in case it had been him.

The fighters changed from their street clothes into fighting gear. Antonio wore white trunks, black socks, and black shoes. Felix wore sky blue trunks, red socks, and white boxing shoes. Each had dressing gowns to match their fighting trunks with their names neatly stitched on the back.

The loudspeakers blared into the open windows of the school. There were speeches by dignitaries, community leaders, and great boxers of yesteryear. Some were well prepared, some **improvised** on the spot. They all carried the same message of great pleasure and honor at being part of such a historic event. This great day was in the tradition of champions emerging from the streets of the lower east side.

Vocabulary

improvised (im' prə vīzd') v. made or performed without preparing ahead of time

REFLECT

Connect to Personal Experience

Think about a time when you wanted to tell a friend something, but it was really difficult. What did you say?

Possible answer: I wrote my friend a letter telling him/her that I was happy we were friends. I said I hoped we would stay friends forever.



Talk about your answer with a partner.



Comprehension Check

Reread the boxed text. Underline what the speeches are about.

To Sum Up

► Speeches are given about this important event.

Interactive Question-Response

Selection Vocabulary

Have students read the word and definition. Then have them read the sentence containing the vocabulary word *improvised*. **Ask:** *What did some community leaders improvise? (speeches) Did they quickly make them up or prepare them carefully? (They quickly made them up.)*

Reflect

Partner Talk Have students work in pairs to answer. To help students get started: **Model** *It was hard to tell my friend that I had misplaced the video game that I had borrowed from him, so I told him that I was sorry, and that I would replace it. Write the following sentence frame on the board to help students organize their thoughts.*

It was hard to tell my friend that _____, so I said _____.

Differentiated Instruction

Clarify the Text Support students in understanding the moment when Felix and Antonio see each other before the fight.

Beginning Read aloud and act out the last two sentences of the first paragraph as students follow along. **Ask:** *Is this the first time Felix and Antonio have seen each other since parting? (yes)* Have students gesture or pantomime the action in these lines as you reread the text.

Intermediate Remind students that Felix and Antonio are about to fight one another in front of an audience. Ask students to state in short phrases how they would feel at this moment if they were one of the boys.

Advanced/Advanced High Explain that Felix and Antonio have not seen one another since they agreed to stay apart. Ask volunteers to read aloud the last two sentences of the first paragraph. Then have students decide how the friends feel about each other at this moment.

Interactive Question-Response

Literary Element Plot

Invite a volunteer to briefly state what external conflict is. (*External conflict is a struggle outside yourself.*) **Ask:** *Why does the look show external conflict? (It is external conflict because the friends know they will fight hard and might hurt each other.)*

Roar means “a loud cry.”



Literary Element

Plot The boys look directly into each other's eyes. What type of conflict does this action show? Check the correct answer.

- ☐ internal
☒ external

An **announcer** is someone who introduces an important event.

To Sum Up

- The crowd cheers.
- Antonio and Felix finally meet in the boxing ring.

12

Interwoven with the speeches were the sounds of the other boxing events. After the sixth bout, Felix was much relieved when his trainer Charlie said, “Time change. Quick knock-out. This is it. We’re on.”

Waiting time was over. Felix was escorted from the classroom by a dozen fans in white T-shirts with the word FELIX across their fronts.

Antonio was escorted down a different stairwell and
230 guided through a roped-off path.

As the two climbed into the ring, the crowd exploded with a **roar**. Antonio and Felix both bowed gracefully and then raised their arms in acknowledgment.

Antonio tried to be cool, but even as the roar was in its first birth, he turned slowly to meet Felix’s eyes looking directly into his. Felix nodded his head and Antonio responded. And both as one, just as quickly, turned away to face his own corner.

Bong—bong—bong. The roar turned to stillness.

240 “Ladies and Gentlemen, *Señores y Señoras*.”¹⁷

The **announcer** spoke slowly, pleased at his bilingual¹⁸ efforts.

“Now the moment we have all been waiting for—the main event between two fine young Puerto Rican fighters, products of our lower east side.

“In this corner, weighing 134 pounds, Felix Vargas. And in this corner, weighing 133 pounds, Antonio Cruz. The winner will represent the Boys Club in the tournament of champions, the Golden Gloves. There will be no draw. May
250 the best man win.”

17. *Señores y Señoras* (sen yōr’ as ē sen yōr’ äs) is Spanish for “ladies and gentlemen.”

18. A **bilingual** person can speak two languages.

Comprehension

BLM

To support students as they read the selection, have them add to the graphic organizer on page A2.

The cheering of the crowd shook the window panes of the old buildings surrounding Tompkins Square Park. At the center of the ring, the referee was giving instructions to the youngsters.

"Keep your punches up. No low blows. No punching on the back of the head. Keep your heads up. Understand. Let's have a clean fight. Now shake hands and come out fighting."

Both youngsters touched gloves and nodded. They turned and danced quickly to their corners. Their head towels and dressing gowns were lifted neatly from their shoulders by their trainers' nimble fingers. Antonio crossed himself. Felix did the same.

BONG! BONG! ROUND ONE. Felix and Antonio turned and faced each other squarely in a fighting pose. Felix wasted no time. He came in fast, head low, half hunched toward his right shoulder, and lashed out with a straight **left**. He missed a **right** cross as Antonio slipped the punch and countered with one-two-three lefts that snapped Felix's head back, sending a mild shock coursing through him. If Felix had any small doubt about their friendship affecting their fight, it was being neatly dispelled.¹⁹

Antonio danced, a joy to behold. His left hand was like a piston pumping jabs one right after another with seeming ease. Felix bobbed and weaved and never stopped boring²⁰ in. He knew that at long range he was at a disadvantage. Antonio had too much reach on him. Only by coming in close could Felix hope to achieve the dreamed-of knockout.

Antonio knew the dynamite that was stored in his *amigo* brother's fist. He ducked a short right and missed a

A **left** is a punch with the left hand.

A **right** is a punch with the right hand.



Literary Element

Plot How is the conflict between Antonio and Felix moving the plot?

Possible answer: The conflict between friends is external. The story moves towards an end where one of them has to win.

To Sum Up

- The fight begins.
- Antonio has better boxing skills.
- Felix can hit harder.

Interactive Question-Response

Literary Element Plot

If students have difficulty responding, ask students to name the main event that is taking place on this page. (*Antonio and Felix are fighting.*) Remind students that an internal conflict happens inside one's head and no one else can see it. An external conflict is something everyone can see and moves the plot along.

Model I know that when the fight is over, one of the boys will win and one will lose. The fight will move the plot along until an outcome is reached.

To Sum Up

Beginning/Intermediate Have students work in pairs to reread all the To Sum Up statements from the beginning of the story on page 4. Then have students decide together which three events are the most important so far. Provide the following sentence frame for students to complete.

The most important events are when ____, when ____, and when ____.

(The most important events are when the boys must compete against each other, when they decide that they must fight each other fairly, and when the fight begins.)

19. To **dispel** something is to make it go away or disappear.

20. Here, **boring** means drilling, making a hole. **Boring** in with punches is to punch hard and fast.

Interactive Question-Response

Content Vocabulary

Point out that Felix walked briskly to his corner after the first round. **Ask:** *What does the author show by using that description? (He shows that Felix is not tired and will be ready to fight more.)*

briskly (brisk' lē) *adv.* in a quick and energetic way



To Sum Up

- Felix and Antonio fight well. They punch each other.
- Round two begins.

14

left hook. Felix trapped him against the ropes just long enough to pour some punishing rights and lefts to Antonio's hard midsection. Antonio slipped away from Felix, crashing two lefts to his head, which set Felix's right ear to ringing.

Bong! Both *amigos* froze a punch well on its way, sending up a roar of approval for good sportsmanship.

290 Felix walked briskly back to his corner. His right ear had not stopped ringing. Antonio gracefully danced his way toward his stool none the worse, except for glowing glove burns, showing angry red against the whiteness of his midribs.

"Watch that right, Tony." His trainer talked into his ear.

"Remember Felix always goes to the body. He'll want you to drop your hands for his overhand left or right. Got it?"

Antonio nodded, spraying water out between his teeth.

300 He felt better as his sore midsection was being firmly rubbed.

Felix's corner was also busy.

"You gotta get in there, fella." Felix's trainer poured water over his curly Afro locks. "Get in there or he's gonna chop you up from way back."

Bong! Bong! Round two. Felix was off his stool and rushed Antonio like a bull, sending a hard right to his head. Beads of water exploded from Antonio's long hair.

Antonio, hurt, sent back a blurring barrage of lefts and 310 rights that only meant pain to Felix, who returned with a short left to the head followed by a looping right to the body. Antonio countered with his own flurry, forcing Felix to give ground. But not for long. Felix bobbed and weaved, bobbed and weaved, occasionally punching his two gloves together.

Antonio waited for the rush that was sure to come. Felix

closed in, fainted²¹ with his left shoulder, and threw his right instead. Lights suddenly exploded inside Felix's head as Antonio slipped the blow and hit him with a pistonlike left, catching him flush on the point of his chin.

320

Bedlam²² broke loose as Felix's legs momentarily buckled. He fought off a series of rights and lefts and came back with a strong right that taught Antonio respect.

Antonio danced in carefully. He knew Felix had the habit of **playing possum** when hurt, to sucker an opponent within reach of the powerful bombs he carried in each fist.

A right to the head slowed Antonio's pretty dancing. He answered with his own left at Felix's right eye that began puffing up within three seconds.

330

Antonio, a bit too eager, moved in too close and Felix had him entangled into a rip-roaring, punching toe-to-toe slugfest that brought the whole Tompkins Square Park screaming to its feet.

21. To **faint** is to make a movement intended to fool an opponent.

22. Noisy uproar and confusion is **bedlam**.

REFLECT

Connect to Personal Experience

Think about a time when a crowd of people cheered for you, or a time when you cheered for someone else. How did you feel.

Possible answer: I felt happy and confident.



Talk about your answer with a partner.

Playing possum means "pretending to be weak or dead."

To Sum Up

- The boys fight harder.
- The crowd cheers the boys on.

Interactive Question-Response

Reflect

Partner Talk Have students work in pairs to answer. To help students get started: **Model** *When I graduated from high school my whole family came and cheered for me. It was a really exciting experience and made me feel happy and proud.*

Interactive Question-Response

Literary Element Plot

Help students discuss how they know that the external conflict is at a very high point. (*Antonio and Felix have both been knocked down.*) **Ask:** *What is the crowd doing that indicates the fight is at a very high point? (The crowd is roaring and seems “to have gone insane.”)*

Dropped Antonio means “knocked Antonio down.”



Literary Element

Plot Felix knocks Antonio down. Underline the words that show what happens next.

To Sum Up

- The two friends knock each other down, but they both get up again.

16

Rights to the body. Lefts to the head. Neither fighter was giving an inch. Suddenly a short right caught Antonio squarely on the chin. His long legs turned to jelly and his arms flailed out desperately. Felix, grunting like a bull, threw wild punches from every direction. Antonio, groggy, bobbed and weaved, **evading** most of the blows. Suddenly his head cleared. His left flashed out hard and straight, catching Felix on the bridge of his nose.

Felix lashed back with a haymaker, right off the ghetto streets. At the same instant, his eye caught another left hook from Antonio. Felix swung out trying to clear the pain. Only the frenzied screaming of those along ringside let him know that he had **dropped Antonio**. Fighting off the growing haze, Antonio struggled to his feet, got up, ducked, and threw a smashing right that dropped Felix flat on his back.

Felix got up as fast as he could in his own corner, groggy but still game. He didn't even hear the count. In a fog, he heard the roaring of the crowd, who seemed to have gone insane. His head cleared to hear the bell sound at the end of the round. He was damned glad. His trainer sat him down on the stool.

In his corner, Antonio was doing what all fighters do when they are hurt. They sit and smile at everyone.

The referee signaled the ring doctor to check the fighters out. He did so and then gave his okay. The cold water sponges brought clarity to both *amigo* brothers. They were rubbed until their circulation ran free.

Vocabulary

evading (i vād' ing) *v.* keeping away from or escaping from

Differentiated Instruction

Clarify the Text Support students in understanding the conclusion of the story.

Beginning Read aloud the text in To Sum Up as students follow along. Gesture as you explain that the boys rush toward each other and hug at the end of the fight. **Ask:** *Do you think they are still friends at the end? (yes)*

Intermediate Explain to students that Felix and Antonio rush toward each other at the end of the fight to hug as friends. Read aloud lines 390–391 as students follow along. Help students understand that the phrase “no matter what the decision” means that the boys do not care who the referee will say is the champion.

Advanced/Advanced High After these students read the complete text, explain that Felix and Antonio rush toward each other to hug, not to continue fighting. Help students find the text that explains why they hug one another (lines 390–391). Ask volunteers to restate these lines in their own words.

Bong! Round three—the final round. Up to now it had been tic-tac-toe, pretty much even. But everyone knew there could be no draw and that this round would decide the winner.

This time, to Felix's surprise, it was Antonio who came out fast, **charging** across the ring. Felix braced himself but couldn't ward off the barrage of punches. Antonio drove Felix hard against the ropes.

The crowd ate it up. Thus far the two had fought with *mucho corazón*.²³ Felix tapped his gloves and commenced his attack anew. Antonio, throwing boxer's caution to the winds, jumped in to meet him.

Both pounded away. Neither gave an inch and neither fell to the canvas. Felix's left eye was tightly closed. Claret red blood poured from Antonio's nose. They fought toe-to-toe.

The sounds of their blows were loud in contrast to the silence of a crowd gone completely mute.

Bong! Bong! Bong! The bell sounded over and over again. Felix and Antonio were past hearing. Their blows continued to pound on each other like hailstones.

Finally the referee and the two trainers pried Felix and Antonio apart. Cold water was poured over them to bring them back to their senses.

They looked around and then rushed toward each other. A cry of alarm surged through Tompkins Square Park. Was this a fight to the death instead of a boxing match?

The fear soon gave way to wave upon wave of cheering as the two *amigos* embraced.

No matter what the decision, they knew they would always be champions to each other.

23. *Mucho corazón* (mōō' chō kōr ä zōn') means they fought with "great heart."

charging (chärj' ing) v. moving forward to attack



Comprehension Check

The bell rings, but Felix and Antonio are *past hearing*. They don't hear the bell because

- ☒ they are thinking about the fight.
- ☐ the crowd is shouting.
- ☐ the referee pours cold water on them.

Check the correct answer.

To Sum Up

- Round three begins.
- The boys fight harder than before.
- The crowd is very excited.

Interactive Question-Response

Content Vocabulary

Have a student read aloud the word and definition of *charging*. Invite a volunteer to demonstrate how Antonio looks when he is charging.

Comprehension Check

Have students identify words in the text that support their answer. (*"Their blows continued to pound"; "the referee . . . pried Felix and Antonio apart"; "back to their senses."*)

Comprehension BLM

To support students as they read the selection, have them complete the graphic organizer on page A2.

Interactive Question-Response

Reflect

Partner Talk Have students work in pairs to answer. To help students get started: **Model** / *think that their friendship is more important than winning, because a match only lasts a couple of hours, but a friendship can last a lifetime.* Write the following words on the board, and tell students to use them in their answers (*friendship, important, winning*).

Arm in arm means “with linked arms.”

To Sum Up

- The fight is over.
- The friends leave the boxing ring before the winner is announced.

BONG! BONG! BONG! “Ladies and Gentlemen. *Señores* and *Señoras*. The winner and representative to the Golden Gloves Tournament of Champions is . . .”

The announcer turned to point to the winner and found himself alone. **Arm in arm**, the champions had already left the ring.

REFLECT

Connect to Personal Experience

Felix and Antonio decide their friendship is more important than winning. What do you think?

Possible answer: I think friendship is very important because a good friend is not worth losing over a contest.



Talk about your answer with a partner.

Oral Assessment

Provide the following prompts to one student at a time. Observe students' responses. See the Oral Assessment Rubric on page T14 to determine students' levels of language output.

1. Tell me about Felix and Antonio.
2. What was their conflict?
3. What happened before the fight?
4. How did the friends fight in the tournament?
5. What happened at the end of the match?

Amigo Brothers

Vocabulary Check

A. Circle the picture that best answers the question.

1. Which dog is **lean**?



3. Who is **charging**?



2. Which person looks **confident**?



4. Which person looks **ashamed**?



B. Choose the sentence that is the best example of the vocabulary word.

5. **muscular**

- a. someone who lifts weights a lot
- b. someone who doesn't exercise

8. **devastating**

- a. The tornado destroyed our house.
- b. I finished my homework.

6. **victory**

- a. The team won the game.
- b. The team lost the game.

9. **briskly**

- a. how you walk when you are tired
- b. how you walk when you want to move quickly

7. **perpetual**

- a. Sometimes my friend is happy.
- b. My friend is always happy.

C. Read the vocabulary words. Think about what each word means in "Amigo Brothers."

Circle the word that has almost the same meaning.

- | | | | | |
|-----------------------|---------------|---------------------|-----------------|----------------|
| 10. champion | <u>winner</u> | dreamer | failure | fighter |
| 11. wary | careless | <u>cautious</u> | thoughtless | fast |
| 12. evading | enjoying | facing | <u>escaping</u> | hitting |
| 13. improvised | planned | messages | traditional | <u>made up</u> |
| 14. perpetual | brief | <u>long-lasting</u> | finished | forgotten |

Read the directions carefully. If you do not know the meaning of a word, ask a partner or your teacher.

Vocabulary Check

A. Beginning/Intermediate

Read each question aloud. Encourage students to point or answer with yes or no. Then turn the question into a statement and have students repeat as you point to the word and picture. For example: *Which dog is lean? This dog is lean.*

Grammar Link

BLM

Interrogative Sentences

Have students think of general questions about any topic they choose. Write their questions on the board. Then have them answer the questions and write the answers on the board. Ask students what differences they can see in the sentence structure of the questions and the answers. (*punctuation; questions end with question marks and the answers end with periods.*) Tell students that the difference between the questions and answers is the difference between interrogative and declarative sentences, which they will be learning more about in today's Grammar Link.

Prepare students to complete the activity master on page A4. Read the grammar instruction with students, and complete the first item with them to help them get started.

Comprehension Check

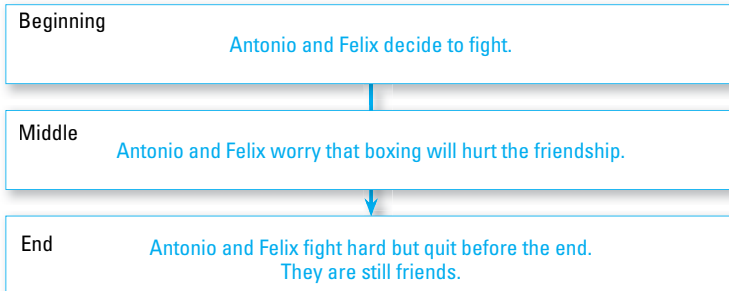
B. Intermediate

Explain that students can compare and contrast not only how the characters look, but also how they act and how they feel. Encourage students to return to the text for details.

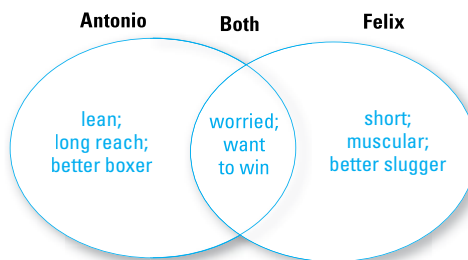
After Reading Have students complete the after reading activity on page 243.

Comprehension Check

A. What happens in "Amigo Brothers"? Use the diagram to tell the events in order.



B. Compare Antonio and Felix. How are they alike? How are they different?



C. Think about the story. Then complete the sentences.

The main characters in the story are Antonio and Felix.

Both characters have an internal conflict because they are worried about fighting against each other, but they both want to win a championship.

Both characters have an external conflict. This conflict is the boxing match.

The conflicts end when the characters box each other, but stop before they knock each other out.

For more practice, see page 243.



Writing Link

Sports News Broadcast

Students should think about how a TV sports broadcaster would create excitement before the fight. Have students work in small groups to list key words and phrases that the announcer would use, and then write the text of the sports news broadcast. Encourage students to perform their broadcast.



7.6.A Explain the influence of the setting on plot development.

Rikki-tikki-tavi

by Rudyard Kipling

Rikki-tikki-tavi 21

Oral Language

Build Background

Read the title and author. Explain that students will read a short story by Rudyard Kipling about a mongoose. Kipling was an English author who spent much of his life in India. **Ask:** *Who knows what a mongoose is? (a small animal known for killing snakes) How could a mongoose help people? (It could kill a threatening snake.)*

Talk About the Short Story

Explain that the story is about a mongoose named Rikki-tikki-tavi who defends people from snakes.

Beginning **Ask:** *Have you ever seen a snake? (yes/no) Show students a photograph or illustration of a snake and explain why a snake might be dangerous.*

Intermediate Ask students to name someone they consider a hero. Have students explain what makes this person a hero. Provide a sentence frame:

A hero I know about is _____. This person is a hero because _____.

Advanced/Advanced High Some students will have read stories or seen movies about heroes saving people. Help students understand why someone might risk his or her own safety to help others. **Model** *Heroes try to help people. They also try to defend people from danger.*

Lesson at a Glance

Oral Language

- Build Background
- Talk About the Short Story

Vocabulary

- Selection Vocabulary
- Content Vocabulary
- Academic Vocabulary

Phonics

- Consonant Digraphs with /f/
- Short /i/
- Short /o/

Literary Element

- Setting

Reading Strategy

- Identify Sequence

Writing Link

- Summary

Comprehension

- Graphic Organizer BLM

Word Study

- Base Words and Past Forms of Verbs BLM

Grammar Link

- Comparative and Superlative Forms of Adverbs BLM

Technology

- Student Works™ Plus
- Teacher Works™ Plus
- Listening Library Audio CD
- Classroom Presentation Toolkit
- Glencoe Visual Vocabulary
- Skill Level Up!™ A Skill-Based Language Arts Game

Interactive Question-Response

Connect to the Short Story

Read aloud Connect to the Short Story. **Model** *I feel safe when I have my dog with me. I know he would protect me if anything bad happened.* Have students complete the activity. Then ask for volunteers to explain what they drew and why it makes them feel safe.

Literary Element Setting

Read aloud the Literary Element. Explain that setting is where and when a story takes place. List the five senses on the board: *sight, touch, taste, sound, and smell*. Have students add words and phrases that describe what they see, touch, taste, hear, and smell in the classroom.

Reading Skill Identify Sequence

Read aloud the Reading Skill. Explain to students that stories always tell about events in a certain sequence, or order. A sequence tells a reader what events come first, next, and last. Then share a brief anecdote with a clear sequence of events, such as: *A man is cooking dinner. He boils water in a pot. Next, he puts pasta in the water. Then, he pours out the water. Finally, he puts sauce on the pasta.* Ask students which event came first, second, third, and last.

Connect to the Short Story

Think about what makes you feel safe. It could be place, like home, or a person, like a mother or father. Draw a picture of the thing that makes you feel safe.

Students' drawings should include a person
or thing that makes them feel safe.

Literary Element Setting

Setting is when and where the events of a story happen. Writers use setting to create the mood, or feeling, of a story. For example, a story might take place on a dark, stormy night in an old, empty house. This setting creates a gloomy or scary mood.

To understand the setting, look for details that

- ▶ clearly describe where and when the story happens.
- ▶ connect to the five senses of sight, touch, taste, sound, and smell.

Reading Skill Identify Sequence

Sequence is the order of events in a story. The events in a story usually happen in time order. When you **identify sequence** you keep track of what's happening. It also helps you understand how one event in the story is related to past or future events in the story.

As you read, look for these and other words that show time order.

- before
- later
- then
- last
- after
- first
- next

For example, "I do my homework after school," tells you that you go to school and then you do your homework.

Selection Vocabulary Practice saying the words with a partner.

restless (rest' lis) *adj.* nervous; unable to be still
We know **Diego** is **restless** because he keeps tapping his foot and checking his watch.

cultivated (kul' tə vā' tid) *adj.* ready for growing plants and free from weeds
Mrs. Li plants seeds in her neatly **cultivated** garden.

► Cognate (Spanish) **cultivado(a)**

cowered (kou' ərd) *v.* crouched or moved back in fear
The cat **cowered** at the sight of the large dog.

valiant (val' yənt) *adj.* brave
The **valiant** firefighters enter the burning building.

Content Vocabulary

curiosity (kyoor' ē os' ə tē) *n.* a great desire to know
Young children are full of **curiosity**. They ask a lot of questions.
► Cognate (Spanish) **curiosidad**



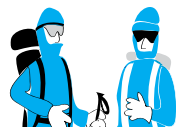
wicked (wik' id) *adj.* bad or evil
The policeman caught the **wicked** thief before he could rob the bank.



savage (sav' ij) *adj.* cruel; wild
The children are afraid of the **savage** wolf.
► Cognate (Spanish) **salvaje**



serious (sēr' ē əs) *adj.* very important; needing a lot of thought
Staying warm in winter is a **serious** problem in Alaska.
► Cognate (Spanish) **serio(a)**



paralyzed (par' ə līzd) *adj.* unable to move
Jacinda could not move. She was **paralyzed** with fear.
► Cognate (Spanish) **paralizado**



triumph (tri' umf) *n.* success or victory
The winning soccer team celebrates its **triumph**.
► Cognate (Spanish) **triumfo**



desperately (des' par it lē) *adv.* hopelessly
The man is late. He runs **desperately** after the bus.
► Cognate (Spanish) **desesperadamente**



shrieked (shrēkd) *v.* made a loud, sharp sound
Alejandro **shrieked** when his sister scared him.



For more practice, see page 244.

Rikki-tikki-tavi

23

Vocabulary Routine

To introduce the vocabulary, read aloud the words and definitions in the student book and have students repeat after you. Discuss how the pictures illustrate the words or sentences. Then follow the vocabulary routine below.

Selection Vocabulary

Define: When someone is **restless**, he or she cannot stay still. **Example:** An excited dog is **restless**. **Ask:** If a person is restless, what might he or she do? **DESCRIPTION**

If land is **cultivated**, it is ready for plants to be grown on it. *The farmer grew corn on the cultivated land.* What is the opposite of cultivated land? **ANTONYM**

A person who **cowered** moved away from something fearfully. *The girl cowered when the big dog barked.* What is an example from a story in which a character cowered from something?

EXAMPLE

Continue the process with **valiant**.

Content Vocabulary

A person has **curiosity** when he or she wants to know more about something. *The boy thinks the fish in the tank are interesting. He stares at them with curiosity.* How is **curiosity** like **interest**?

SYNONYM

When something is bad or evil, it is **wicked**. *The wicked storm blew down the tent.* What other things would you describe as wicked? **EXAMPLE**

Things can be **savage** when they are wild and dangerous. *The savage dog had sharp teeth.* How would you feel if you were close to a savage animal? **EXPLANATION**

A **serious** event is a very important event. *Being President of the United States is a serious job.* What is the opposite of **serious**? **ANTONYM**

Continue the process with **paralyzed**, **triumph**, **desperately**, and **shrieked**.

Vocabulary Practice Have students complete the vocabulary practice activity on p. 244.

Phonics

Consonant Digraphs with /f/

Tell students that they are going to practice identifying and pronouncing the letters **ph** together. Tell them that even though the letters each have a different sound, they make a sound like the letter **f** when put together. Ask students to find a vocabulary word that uses **p** and **h** together to make the **/f/** sound (**triumph**). Slowly pronounce the word, and have students give a thumbs-up sign when they hear the **ph** together. Then have students say the word.

Write the following words on the board. Briefly explain their meanings and have students pronounce them after you.

phone

photo

phrase

physical

Interactive Question-Response

Selection Vocabulary

Have a student read the word and definition. Then have the student read aloud the sentence containing *restless*. **Ask:** *What do you think Rikki-tikki's nose is doing? (His nose is constantly twitching and moving around.)*

Background Information

Read aloud the note. Ask students how a mongoose might compare to a cat. **Model** *The story says that Rikki-tikki is like a little cat. But he does not always act like a cat.* **Ask:** *What makes Rikki-tikki different from a cat?*

Single-handed means "without any help."

Background Information

A **mongoose** is a small animal known for its ability to kill snakes. Mongooses grow to be about sixteen inches long. They are very fast.

To Sum Up

- Rikki-tikki-tavi is a mongoose.
- A flood washes Rikki-tikki out of his home and into a garden.

24

Rikki-tikki-tavi



bungalow

This is the story of the great war that Rikki-tikki-tavi fought **single-handed**, through the bathrooms of the big bungalow in Segowlee cantonment.¹ Darzee, the tailorbird, helped him, and Chuchundra, the muskrat, who never comes out into the middle of the floor, but always creeps round by the wall, gave him advice; but Rikki-tikki did the real fighting.

10 He was a mongoose, rather like a little cat in his fur and his tail, but quite like a weasel in his head and his habits. His eyes and the end of his **restless** nose were pink; he could scratch himself anywhere he pleased, with any leg, front or back, that he chose to use; he could fluff up his tail till it looked like a bottle brush, and his war cry, as he scuttled² through the long grass, was "Rikk-tikk-tikki-tikki-tchk!"

20 One day, a high summer flood washed him out of the burrow where he lived with his father and mother, and carried him, kicking and clucking, down a roadside ditch. He found a little wisp of grass floating there, and clung to it till he lost his senses. When he revived, he was lying in the hot sun on the middle of a garden path, very dragged³ indeed, and a small boy was saying: "Here's a dead mongoose. Let's have a funeral."

Vocabulary

restless (rest' lis) *adj.* nervous; unable to be still

1. A **cantonment** was a British military "town" in India where soldiers and their families lived.
2. **Scuttled** means "moved with short, quick steps."
3. Rikki-tikki was **dragged**, or wet and dirty.

Comprehension

BLM

To support students as they read the selection, have them begin the graphic organizer on page A5.

"No," said his mother: "let's take him in and dry him. Perhaps he isn't really dead."

They took him into the house, and a big man picked him up between his finger and thumb and said he was not dead but half choked; so they wrapped him in cotton wool and warmed him, and he opened his eyes and sneezed.

"Now," said the big man (he was an Englishman who had just moved into the bungalow), "don't frighten him, and we'll see what he'll do."

It is the hardest thing in the world to frighten a mongoose, because he is **eaten up** from nose to tail with **curiosity**. The motto of all the mongoose family is "Run and find out"; and Rikki-tikki was a true mongoose. He looked at the cotton wool, decided that it was not good to eat, ran all round the table, sat up and put his fur in order, scratched himself, and jumped on the small boy's shoulder.

"Don't be frightened, Teddy," said his father. "That's his way of making friends."

"Ouch! He's tickling under my chin," said Teddy.

Rikki-tikki looked down between the boy's collar and neck, snuffed at his ear, and climbed down to the floor, where he sat rubbing his nose.

"Good gracious," said Teddy's mother, "and that's a wild creature! I suppose he's so tame because we've been kind to him."

"All mongooses are like that," said her husband. "If Teddy doesn't pick him up by the tail, or try to put him in a cage, he'll run in and out of the house all day long. Let's give him something to eat."

Eaten up means "strongly affected by a feeling."

curiosity (kyoor' ē os' ə tē) *n.* a great desire to know



To Sum Up

- A boy named Teddy and his parents take care of Rikki-tikki until he wakes up.
- Rikki-tikki is very curious.

Interactive Question-Response

Content Vocabulary

Have a student read aloud the word and definition of *curiosity*. **Ask:** *How does Rikki-tikki feel about the world around him? (He is very interested in the world around him.)*

Word Study

BLM

Base Words and Past Forms of Verbs

Explain to students that the past forms of many verbs can be formed by adding **-ed** to the present tense form of the verb. Have them look at the words *scratched*, *jumped*, and *looked* on this page. Point out that the present tense forms of these words are *scratch*, *jump*, and *look*. Write these words on the board, and then add **-ed** to form the past forms. Then point out other words on the page: *ran*, *sat*, and *put*. Explain that some verbs are irregular. Write the present tense forms of these words on the board: *run*, *sit*, and *put*. Explain that some words change their forms in the past tense. then have students practice present and past forms by completing the activity on page A6.

Interactive Question-Response

Background Information

Read aloud the note. Explain that not all houses have verandas. Verandas are popular in hot places, such as India, or in the American South. Verandas are often found on old-fashioned houses. **Ask:** *What kinds of things might you do on a veranda? (sit; relax; enjoy nice weather outside)*

Comprehension Check

Ask students to share what they underlined in the text. **Ask:** *What does Rikki-tikki's curiosity make him do? (He roams the house, exploring and looking for interesting things.)*

Background Information

A **veranda** is a covered area attached to the outside wall of a house.



Comprehension Check

Underline the words that show Rikki-tikki has a lot of curiosity.

To Sum Up

- The family keeps Rikki-tikki as a pet.
- Rikki-tikki walks all over the house.
- Rikki-tikki sleeps in Teddy's room.

They gave him a little piece of raw meat. Rikki-tikki liked it immensely, and when it was finished he went out into the veranda and sat in the sunshine and fluffed up his fur to make it dry to the roots. Then he felt better.

"There are more things to find out about in this house," he said to himself, "than all my family could find out in all their lives. I shall certainly stay and find out."

He spent all that day roaming⁴ over the house. He nearly drowned himself in the bathtubs, put his nose into the ink on a writing table, and burned it on the end of the big man's cigar, for he climbed up in the big man's lap to see how writing was done. At nightfall he ran into Teddy's nursery to watch how kerosene lamps⁵ were lighted, and when Teddy went to bed Rikki-tikki climbed up too; but he was a restless companion, because he had to get up and attend to every noise all through the night and find out what made it. Teddy's mother and father came in, the last thing, to look at their boy, and Rikki-tikki was awake on the pillow. "I don't like that," said Teddy's mother; "he may bite the child."

"He'll do no such thing," said the father. "Teddy's safer with that little beast than if he had a bloodhound⁶ to watch him. If a snake came into the nursery now—"

But Teddy's mother wouldn't think of anything so awful.

4. Here, **roaming** means, "going from place to place with no plan."

5. A **kerosene lamp** burns a liquid fuel made from oil. People use them when they do not have electric lights.

6. A **bloodhound** is a type of dog with a very good sense of smell.

Early in the morning Rikki-tikki came to early breakfast in the veranda, riding on Teddy's shoulder, and they gave him banana and some boiled egg; and he sat on all their laps one after the other, because every well-brought-up mongoose always hopes to be a house mongoose someday and have rooms to run about in, and Rikki-tikki's mother (she used to live in the general's house at Segowlee) had carefully told Rikki what to do if ever he came across Englishmen.

Then Rikki-tikki went out into the garden to see what was to be seen. It was a large garden, only half **cultivated**, with bushes as big as summer houses of roses, lime and orange trees, clumps of bamboos, and thickets of high grass. Rikki-tikki licked his lips. "This is a splendid hunting ground," he said, and his tail grew bottle-brushy at the thought of it, and he scuttled up and down the garden, snuffling here and there till he heard very sorrowful voices in a thornbush.

Vocabulary

cultivated (kul' tə vā' tid) *adj.* ready for growing plants and free from weeds

REFLECT

Sequence

Number the following events in the order they happen in the story.

- Rikki-tikki lands on the garden path. 2
- The family wraps Rikki-tikki in cotton wool. 4
- The boy wants to have a funeral for Rikki-tikki. 3
- A flood washes Rikki-tikki out of his home. 1



Talk about your answer with a partner.



Literary Element

Setting Underline the details that show what the garden looks like.

Interactive Question-Response

Literary Element Setting

If students have difficulty responding, focus their attention on what Rikki-tikki saw. **Ask:** *Where is Rikki-tikki? (the garden) What does he see? (He sees lime and rose bushes, orange trees, and bamboo.)*

Reflect

Partner Talk Have students work in pairs to answer. To help students get started: **Model** *To answer this, I would think about how the story began and what Rikki-tikki has done so far in the story.* **Ask:** *What did Rikki-tikki do first? What did he do after that?* Write the following sentence frame on the board to help them organize their thoughts.

First, Rikki-tikki _____. Next, Rikki-tikki _____.

To Sum Up

- Rikki-tikki explores the garden.

Interactive Question-Response

Literary Element Setting

Have students discuss how they would feel in a place with tall grass, little room to move, and the sounds of snakes close by. **Ask:** *How would you feel if you were in Darzee's place? (I would feel confused and afraid.) Why would you feel this way? (It would be hard to see the ground because of the grass. It would be scary because I couldn't see the snakes.)*

Content Vocabulary

Read aloud the word and definition for *wicked*. **Ask:** *Why does Nag have wicked eyes? (His eyes can hide what he is thinking.)*



Literary Element

Setting Check the correct answer.

The garden is full of tall, thick grass for the snakes to hide in. This creates a feeling of

- ☐ calm.
☐ sadness.
☒ danger.

wicked (wik' id) *adj.* bad or evil



To Sum Up

- Rikki-tikki meets a bird named Darzee.
- Rikki-tikki learns that Nag the snake ate one of Darzee's babies.
- Nag tries to scare Rikki-tikki.

It was Darzee, the tailorbird,⁷ and his wife. They had made a beautiful nest by pulling two big leaves together and stitching them up the edges with fibers, and had filled the hollow with cotton and downy fluff. The nest swayed to and fro, as they sat on the brim and cried.

"What is the matter?" asked Rikki-tikki.

"We are very miserable," said Darzee. "One of our babies fell out of the nest yesterday, and Nag ate him."

"H'm!" said Rikki-tikki; "that is very sad—but I am a stranger here. Who is Nag?"

Darzee and his wife only **cowered** down in the nest without answering, for from the thick grass at the foot of the bush came a low hiss—a horrid cold sound that made Rikki-tikki jump back two clear feet. Then inch by inch out of the grass rose up the head and spread hood of Nag, the big black cobra, and he was five feet long from tongue to tail. When he had lifted one third of himself clear of the ground, he stayed balancing to and fro exactly as a dandelion tuft balances in the wind, and he looked at Rikki-tikki with the wicked snake's eyes that never change their expression, whatever the snake may be thinking of.

"Who is Nag?" he said. "I am Nag. The great god Brahm put his mark upon all our people when the first cobra spread his hood to keep the sun off Brahm as he slept.

Look, and be afraid!"

He spread out his hood more than ever, and Rikki-tikki saw the spectacle mark on the back of it that looks exactly like the eye part of a hook-and-eye fastening. He was afraid for the minute; but it is impossible for a mongoose to stay

Vocabulary

cowered (kouv' ard) *v.* crouched or moved back in fear

7. The **tailorbird** is a bird that actually sews. It makes holes in leaves. Then it weaves stems or thread through the holes to make a nest.

frightened for any length of time, and though Rikki-tikki had never met a live cobra before, his mother had fed him on dead ones, and he knew that all a grown mongoose's business in life was to fight and eat snakes. Nag knew that too, and at the bottom of his cold heart he was afraid.

"Well," said Rikki-tikki, and his tail began to fluff up again, "marks or no marks, do you think it is right for you to eat fledglings⁸ out of a nest?"

Nag was thinking to himself, and watching the least little movement in the grass behind Rikki-tikki. He knew that mongooses in the garden meant death sooner or later for him and his family, but he wanted to get Rikki-tikki **off his guard**. So he dropped his head a little and put it on one side.

"Let us talk," he said. "You eat eggs. Why should not I eat birds?"

"Behind you! Look behind you!" sang Darzee.

Rikki-tikki knew better than to waste time in staring. He jumped up in the air as high as he could go, and just under him whizzed by the head of Nagaina, Nag's wicked wife. She had crept up behind him as he was talking, to make an end of him; and he heard her savage hiss as the stroke missed. He came down almost across her back, and if he had been an old mongoose, he would have known that then was the time to break her back with one bite; but he was afraid of the terrible lashing return stroke of the cobra. He bit, indeed, but did not bite long enough, and he jumped clear of the whisking tail, leaving Nagaina torn and angry.

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To be **off his guard** means "to be unprepared."

Work with a partner to use this expression in a sentence.

savage (sav' ij) *adj.* cruel; wild



To Sum Up

- Rikki-tikki tells Nag he should not eat baby birds.
- Nag's wife Nagaina tries to hurt Rikki-tikki.
- Rikki-tikki hurts Nagaina.

Rikki-tikki-tavi

29

Interactive Question-Response

Content Vocabulary

Have a student read aloud the sentence containing the Content Vocabulary word *savage*.

Ask: *Why is Nagaina's hiss savage? (Her hiss is savage because she is trying to hurt Rikki-tikki when she hisses.)*

To Sum Up

Beginning/Intermediate Have students work in pairs to reread all the To Sum Up statements from the beginning of the story to page 29. Then have students work together to decide which events are most important so far. Provide the following sentence frames for students to complete:

The story of Rikki-tikki-tavi begins when ____.
Then, ____. *Next, ____.*

(The story of Rikki-tikki-tavi begins when Rikki-tikki is washed out of his burrow by a flood. Then, Teddy finds Rikki-tikki and takes him in. Next, Nag tries to scare Rikki-tikki and Rikki-tikki attacks Nagaina.)

8. **Fledglings** are young birds that cannot fly yet.

Interactive Question-Response

Content Vocabulary

Point out that Rikki-tikki sits down to think. Ask students what Rikki-tikki is thinking about and why he is so serious. **Model** *Rikki-tikki is a very curious mongoose. He has the most fun exploring and learning. In this part of the story, he is sitting quietly and thinking about something serious.*

Ask: *What is he thinking about? (He is thinking about handling two snakes at once.) What makes this matter so serious? (It is serious because these two snakes are very dangerous and he could get hurt.)*

Comprehension Check

If students have difficulty responding: **Model** *When you are confident, you feel good about yourself.* **Ask:** *What does Rikki-tikki do that makes him feel good? (Rikki-tikki avoids being hit from behind, even though he is young and inexperienced.)*

serious (sēr' ē əs) *adj.* very important; needing a lot of thought



Comprehension Check

Underline the words that show why Rikki-tikki feels confident.

To Sum Up

- Nag and Nagaina go away, into the grass.
- Rikki-tikki feels proud that Nag did not trick him.

“Wicked, wicked Darzee!” said Nag, lashing up as high as he could reach toward the nest in the thornbush; but Darzee had built it out of the reach of snakes, and it only swayed to and fro.

Rikki-tikki felt his eyes growing red and hot (when a mongoose’s eyes grow red, he is angry), and he sat back on his tail and hind legs like a little kangaroo, and looked all around him, and chattered with rage. But Nag and Nagaina had disappeared into the grass. When a snake misses its stroke, it never says anything or gives any sign of what it means to do next. Rikki-tikki did not care to follow them, for he did not feel sure that he could manage two snakes at once. So he trotted off to the gravel path near the house, and sat down to think. It was a serious matter for him.

If you read the old books of natural history, you will find they say that when the mongoose fights the snake and happens to get bitten, he runs off and eats some herb that cures him. That is not true. The victory is only a matter of quickness of eye and quickness of foot—snake’s blow against mongoose’s jump—and as no eye can follow the motion of a snake’s head when it strikes, that makes things much more wonderful than any magic herb. Rikki-tikki knew he was a young mongoose, and it made him all the more pleased to think that he had managed to escape a blow from behind. It gave him confidence in himself, and when Teddy came running down the path, Rikki-tikki was ready to be petted.

But just as Teddy was stooping, something flinched⁹ a little in the dust, and a tiny voice said: “Be careful. I am

⁹ **Flinched** means quickly moved away from something painful or frightening.

death!" It was Karait, the dusty brown snakeling that lies for choice on the dusty earth; and his bite is as dangerous as the cobra's. But he is so small that nobody thinks of him, and so he does the more harm to people.

Rikki-tikki's eyes grew red again, and he danced up to Karait with the peculiar rocking, swaying motion that he had inherited from his family. It looks very funny, but it is so perfectly balanced a gait¹⁰ that you can fly off from it at any angle you please; and in dealing with snakes this is an advantage. If Rikki-tikki had only known, he was doing a much more dangerous thing than fighting Nag, for Karait is so small, and can turn so quickly, that unless Rikki bit him close to the back of the head, he would get the return stroke in his eye or lip. But Rikki did not know: his eyes were all red, and he rocked back and forth, looking for a good place to hold. Karait **struck out**. Rikki jumped sideways and tried to run in, but the wicked little dusty gray head lashed

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Here, **struck out** means "attacked."

10. A **gait** is the way a person walks.

REFLECT

Sequence

Think about what already happened in the story. What do you think will happen next? Explain. Use time-order words like *first*, *then*, and *last*.

Possible answer: First Karait and Rikki will

fight. Then, Rikki will kill Karait. Last, Rikki will

find Nagaina.



Talk about your answer with a partner.

To Sum Up

- Rikki-tiki sees a small brown snake named Karait.
- Karait tries to hurt Rikki-tikki.

Interactive Question-Response

Reflect

Partner Talk Have students work in pairs to answer. To help students get started: **Model** *Think about the problems that Rikki-tikki has already faced. What are Karait and Nagaina? (snakes). Are they Rikki-tikki's friends or enemies? (enemies) What do you think will happen first when Rikki-tikki and Karait meet?*

Interactive Question-Response

Content Vocabulary

Have a student read aloud the word and definition for *paralyzed*. **Ask:** *Why was it easy for Teddy's father to hit Karait when Karait was paralyzed? (Karait was easy to handle because he could not move at all.)*

paralyzed (par' ə līzd) *adj.* unable to move



To Sum Up

- Rikki-tikki fights back and kills Karait.
- Rikki-tikki rests.
- Teddy's family says Rikki-tikki saved their lives.

32

200 within a fraction of his shoulder, and he had to jump over the body, and the head followed his heels close.

Teddy shouted to the house: "Oh, look here! Our mongoose is killing a snake"; and Rikki-tikki heard a scream from Teddy's mother. His father ran out with a stick, but by the time he came up, Karait had lunged¹¹ out once too far, and Rikki-tikki had sprung, jumped on the snake's back, dropped his head far between his forelegs, bitten as high up the back as he could get hold, and rolled away. That bite paralyzed Karait, and Rikki-tikki was just going

210 to eat him up from the tail, after the custom of his family at dinner, when he remembered that a full meal makes a slow mongoose, and if he wanted all his strength and quickness ready, he must keep himself thin.

He went away for a dust bath under the castor-oil bushes, while Teddy's father beat the dead Karait. "What is the use of that?" thought Rikki-tikki. "I have settled it all"; and then Teddy's mother picked him up from the dust and hugged him, crying that he had saved Teddy from death, and Teddy's father said that he was a providence,¹²

220 and Teddy looked on with big scared eyes. Rikki-tikki was rather amused at all the fuss, which, of course, he did not understand. Teddy's mother might just as well have petted Teddy for playing in the dust. Rikki was thoroughly enjoying himself.

That night, at dinner, walking to and fro among the wineglasses on the table, he could have stuffed himself three times over with nice things; but he remembered Nag and Nagaina, and though it was very pleasant to be patted

11. When Karait **lunged**, he made a sudden forward movement.

12. A providence is a **blessing**.

Differentiated Instruction

Clarify the Text Help students understand why Rikki-tikki rested and did not want to eat anything after beating Karait in a fight.

Beginning Explain to students that Rikki-tikki still had Nag and Nagaina to worry about. **Ask:** *Do you think resting will help him fight Nag and Nagaina later? (yes) How? (stronger; not tired)*

Intermediate Remind students that Rikki-tikki did not eat for a specific reason. **Model** *The story says that a full meal makes a slow mongoose.* **Ask:** *What would happen to Rikki-tikki if he ate? (He would be slow.)*

Advanced/Advanced High Point out that Rikki-tikki did not eat dinner with the family. **Ask:** *How will Rikki-tikki's decision help him? (He will have strength and speed to combat Nag and Nagaina.)*

and petted by Teddy's mother, and to sit on Teddy's shoulder, his eyes would get red from time to time, and he would go off into his long war cry of "Rikk-tikk-tikki-tikki-tchk!" 230

Teddy carried him off to bed and insisted on Rikki-tikki sleeping under his chin. Rikki-tikki was too well bred to bite or scratch, but as soon as Teddy was asleep he went off for his nightly walk round the house, and in the dark he ran up against Chuchundra, the muskrat, creeping round by the wall. Chuchundra is a **broken-hearted** little beast. He whimpers and cheeps all the night, trying to make up his mind to run into the middle of the room, but he never gets there. 240

"Don't kill me," said Chuchundra, almost weeping. "Rikki-tikki, don't kill me."

"Do you think a snake-killer kills muskrats?" said Rikki-tikki scornfully.

"Those who kill snakes get killed by snakes," said Chuchundra, more sorrowfully than ever. "And how am I to be sure that Nag won't mistake me for you some dark night?"

"There's not the least danger," said Rikki-tikki; "but Nag 250 is in the garden, and I know you don't go there."

"My cousin Chua, the rat, told me—" said Chuchundra, and then he stopped.

"Told you what?"

"H'sh! Nag is everywhere, Rikki-tikki. You should have talked to Chua in the garden."

"I didn't—so you must tell me. Quick, Chuchundra, or I'll bite you!"

Chuchundra sat down and cried till the tears rolled

Here, **broken-hearted** means "weak and fearful."



Comprehension Check

Check the correct answer. Compared to Chuchundra, Rikki-tikki is

- ☒ brave.
☐ afraid.
☐ tired.

To Sum Up

- Rikki-tikki meets Chuchundra the muskrat.
- Chuchundra is scared of Rikki-tikki.

Interactive Question-Response

Comprehension Check

If students have difficulty responding: **Ask:** *How would you describe Chuchundra? (He is afraid of everything.) What does he do that tells you he is like this? (He creeps around and whimpers all night. He is afraid to run into the middle of the room.) How is Rikki-tikki different from Chuchundra? (Rikki-tikki is not afraid to do scary things. He is brave.)*

Interactive Question-Response

Literary Element Setting

If students have difficulty responding: **Model** Pay attention to what Rikki-tikki is doing. **Ask:** Where is Rikki-tikki while he listens to Nag and Nagaina? (Rikki-tikki is in the bathroom.) What time of the day is it? How do you know? (He is listening to them at night. I know because of the moonlight.) Tell students they can use details like these as clues to figure out what the setting is.



Literary Element

Setting What is the setting of the story on this page?

Check the correct answer.

- ☐ in the garden at night
☐ in the house in the morning
☒ in the house at night

Stole off means “moved silently.”

To Sum Up

- Chuchundra tells Rikki-tikki to listen carefully.
- Rikki-tikki hears the sound of a snake crawling into the house.
- Rikki-tikki hears Nag and Nagaina planning to kill the family.

260 off his whiskers. “I am a very poor man,” he sobbed. “I never had spirit enough to run out into the middle of the room. H’sh! I mustn’t tell you anything. Can’t you *hear*, Rikki-tikki?”

Rikki-tikki listened. The house was as still as still, but he thought he could just catch the faintest *scratch-scratch* in the world—a noise as faint as that of a wasp walking on a windowpane—the dry scratch of a snake’s scales on brickwork.

“That’s Nag or Nagaina,” he said to himself; “and he is crawling into the bathroom sluice.”¹³ You’re right, Chuchundra; I should have talked to Chua.”

270 He **stole off** to Teddy’s bathroom, but there was nothing there, and then to Teddy’s mother’s bathroom. At the bottom of the smooth plaster wall there was a brick pulled out to make a sluice for the bath water, and as Rikki-tikki stole in by the masonry curb where the bath is put, he heard Nag and Nagaina whispering together outside in the moonlight.

“When the house is emptied of people,” said Nagaina to her husband, “he will have to go away, and then the garden will be our own again. Go in quietly, and remember that the big man who killed Karait is the first one to bite. Then come out and tell me, and we will hunt for Rikki-tikki together.”

“But are you sure there is anything to be gained by killing the people?” said Nag.

“Everything. When there were no people in the bungalow, did we have any mongoose in the garden? So long as the bungalow is empty, we are king and queen of

¹³ Here, a **sluice** is a drainpipe.

the garden; and remember that as soon as our eggs in the melon bed hatch (as they may tomorrow), our children will need room and quiet.”

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“I had not thought of that,” said Nag. “I will go, but there is no need that we should hunt for Rikki-tikki afterward. I will kill the big man and his wife, and the child if I can, and come away quietly. Then the bungalow will be empty, and Rikki-tikki will go.”

Rikki-tikki **tingled all over** with rage and hatred at this, and then Nag’s head came through the sluice, and his five feet of cold body followed it. Angry as he was, Rikki-tikki was very frightened as he saw the size of the big cobra. Nag coiled himself up, raised his head, and looked into the bathroom in the dark, and Rikki could see his eyes glitter.

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“Now, if I kill him there, Nagaina will know; and if I fight him on the open floor, the odds are in his favor. What am I to do?” said Rikki-tikki-tavi.

Nag waved to and fro, and then Rikki-tikki heard him drinking from the biggest water jar that was used to fill the

Here, **tingled all over** means “felt very angry.”

Interactive Question-Response

Reflect

Partner Talk Have students work in pairs to answer. To help students get started: **Model** *Think about the first time Chuchundra and Rikki-tikki met. Rikki-tikki talked with Chuchundra in the garden.* **Ask:** *What did Rikki-tikki do after that? (Rikki-tikki went into the house to protect the family from Nag and Nagaina.)* Remind students they can figure out what happened next in the story by following the actions of the main character.

REFLECT

Sequence

In your own words, describe what happens after Rikki-tikki meets Chuchundra the muskrat.

Nag enters the house to kill the people, so

Rikki-tikki will leave and he and Nagaina can

be king and queen of the garden again.



Talk about your answer with a partner.

To Sum Up

- Nagaina says she will have children soon.
- Nagaina wants to kill the family to make room for her children.
- Nag goes into the bathroom.



Comprehension Check

Underline the words that tell why Nag chooses to wait in the bathroom.

Interactive Question-Response

Comprehension Check

Ask students to share what they underlined in the text. **Ask:** *Why did Nag think that Teddy's father would not have a stick in the morning? (Teddy's father would not have a stick if he's taking a bath.)*

bath. "That is good," said the snake. "Now, when Karait was killed, the big man had a stick. He may have that stick still, but when he comes in to bathe in the morning he will not have a stick. I shall wait here till he comes. Nagaina—do you hear me? I shall wait here in the cool till daytime."

There was no answer from outside, so Rikki-tikki knew Nagaina had gone away. Nag coiled himself down, coil by coil, round the bulge at the bottom of the water jar, and Rikki-tikki stayed still as death. After an hour he began to move, muscle by muscle, toward the jar. Nag was asleep, and Rikki-tikki looked at his big back, wondering which would be the best place for a good hold. "If I don't break his back at the first jump," said Rikki, "he can still fight; and if he fights—O Rikki!" He looked at the thickness of the neck below the hood, but that was too much for him; and a bite near the tail would only make Nag savage.

"It must be the head," he said at last; "the head above the hood; and when I am once there, I must not let go."

Then he jumped. The head was lying a little clear of the water jar, under the curve of it; and, as his teeth met, Rikki braced his back against the bulge of the red earthenware to hold down the head. This gave him just one second's purchase,¹⁴ and he made the most of it. Then he was battered to and fro as a rat is shaken by a dog—to and fro on the floor, up and down, and round in great circles; but his eyes were red, and he held on as the body cartwhipped¹⁵ over the floor, upsetting the tin dipper and the soap

To Sum Up

- Nag decides to wait in the bathroom and hurt the big man in the morning.
- Nag falls asleep.
- Rikki-tikki fights Nag.

¹⁴. Here, **purchase** means "advantage."

¹⁵. Rikki-tikki's body is being thrown about like a whip (**cartwhipped**).

Comprehension

BLM

To support students as they read the selection, have them add to the graphic organizer on page A5.

dish and the fleshbrush, and banged against the tin side of the bath. As he held, he closed his jaws tighter and tighter, for he made sure he would be banged to death, and, for the honor of his family, he preferred to be found with his teeth locked. He was dizzy, aching, and felt **shaken to pieces** when something went off like a thunderclap just behind him; a hot wind knocked him senseless, and red fire singed his fur. The big man had been wakened by the noise, and had fired both barrels of a shotgun into Nag just behind the hood.

Rikki-tikki held on with his eyes shut, for now he was quite sure he was dead; but the head did not move, and the big man picked him up and said: "It's the mongoose again, Alice; the little chap has saved *our* lives now." Then Teddy's mother came in with a very white¹⁶ face, and saw what was left of Nag, and Rikki-tikki dragged himself to Teddy's bedroom and spent half the rest of the night shaking himself tenderly to find out whether he really was broken into forty pieces, as he fancied.¹⁷

When morning came he was very stiff, but well pleased with his doings. "Now I have Nagaina to settle with, and she will be worse than five Nags, and there's no knowing when the eggs she spoke of will hatch. Goodness! I must go and see Darzee," he said.

Without waiting for breakfast, Rikki-tikki ran to the thornbush where Darzee was singing a song of **triumph** at the top of his voice. The news of Nag's death was all over the garden, for the sweeper had thrown the body on the **rubbish heap**.

"Oh, you stupid tuft of feathers!" said Rikki-tikki angrily. "Is this the time to sing?"

Here, **shaken to pieces** means "very scared and worried."

triumph (tri' umf) *n.* success or victory



A **rubbish heap** is a pile of trash.

To Sum Up

- Rikki-tikki fights with Nag.
- The big man kills Nag with a shotgun.
- The big man says Rikki-tikki saved the family's lives.

16. Here, **white** means "scared."

17. **Fancied** means "imagined."

Interactive Question-Response

Content Vocabulary

Point out that Darzee is singing about Rikki-tikki's triumph. **Ask:** *Why would Darzee be so happy about what happened to Nag? (Darzee is happy that Rikki-tikki defeated Nag because Darzee did not like Nag.)*

To Sum Up

Beginning/Intermediate Have students work in pairs to read the To Sum Up on page 37. **Ask:** *Why does the big man say that Rikki-tikki saved the lives of the family? (Nag had come into the house to kill the family. Rikki-tikki stopped Nag.)*

Differentiated Instruction

Clarify the Text Help students understand Rikki-tikki's defeat of Nag.

Beginning Point out that Teddy's father praises Rikki-tikki even though Teddy's father was the one who shot and killed Nag. **Ask:** *If Rikki-tikki had not fought Nag, would the father have known that Nag was in the bathroom? (no)*

Intermediate Explain to students that the best way to understand the scene is to separate the two characters in the fight. **Ask:** *What was each character doing in the fight? (Rikki-tikki was holding on to Nag with his teeth. Nag was banging Rikki-tikki against the bathtub.)*

Advanced/Advanced High Remind students that Rikki-tikki was willing to die in his fight against Nag. **Ask:** *Why does Rikki-tikki think that it is honorable to be found with his teeth locked on the snake if he dies? (Rikki-tikki wants to prove that he is a strong mongoose.)*

Interactive Question-Response

Literary Element Setting

Help students visualize what is happening in the story. Explain that Rikki-tikki is on the ground while Darzee is up in a tree. They are far away from each other. **Model** *Imagine that you are on the ground, and your friend is sitting at the top of a tree.* **Ask:** *If you wanted to say something to your friend, what would you have to do? (shout)* Explain that Rikki-tikki had a hard time talking to Darzee because he was so far away. Have students notice how the setting affects how the characters act.

Selection Vocabulary

Have a student read aloud the word and definition. Then have them read the sentence containing the vocabulary word *valiant*. **Ask:** *How was Rikki-tikki valiant? (He risked his life to save the lives of the family.) What are some of the dangers that Rikki-tikki faced? (Rikki-tikki could have been hurt badly by Nag's poison.)*



Literary Element

Setting Check the correct answer.

Darzee is high up in his nest when Rikki-tikki tries to talk to him. Because of this,

- ☒ it is hard to get Darzee's attention.
☐ Darzee can see Nagaina.
☐ Darzee is in danger.

Here, the word **bed** means a place where plants grow.

To Sum Up

- Rikki-tikki looks for Nagaina in the garden.
- Darzee sings. He is very happy that Nag is dead.
- Darzee tells Rikki-tikki where Nagaina's eggs are.

"Nag is dead—is dead—is dead!" sang Darzee. "The **valiant** Rikki-tikki caught him by the head and held fast. The big man brought the bang-stick, and Nag fell in two pieces! He will never eat my babies again."

370 "All that's true enough; but where's Nagaina?" said Rikki-tikki, looking carefully round him.

"Nagaina came to the bathroom sluice and called for Nag," Darzee went on; "and Nag came out on the end of a stick—the sweeper picked him up on the end of a stick and threw him upon the rubbish heap. Let us sing about the great, the red-eyed Rikki-tikki!" And Darzee filled his throat and sang.

380 "If I could get up to your nest, I'd roll all your babies out!" said Rikki-tikki. "You don't know when to do the right thing at the right time. You're safe enough in your nest there, but it's war for me down here. Stop singing a minute, Darzee."

"For the great, the beautiful Rikki-tikki's sake I will stop," said Darzee. "What is it, O Killer of the terrible Nag?"

"Where is Nagaina, for the third time?"

"On the rubbish heap by the stables, mourning¹⁸ for Nag. Great is Rikki-tikki with the white teeth."

"Bother my white teeth!¹⁹ Have you ever heard where she keeps her eggs?"

390 "In the melon **bed**, on the end nearest the wall, where the sun strikes nearly all day. She hid them there weeks ago."

"And you never thought it worthwhile to tell me? The end nearest the wall, you said?"

Vocabulary

valiant (val' yant) *adj.* brave

18. **Mourning** means "showing sadness because of a death."

19. **Bother my white teeth** is how someone British says: "Don't think about my teeth!"

"Rikki-tikki, you are not going to eat her eggs?"

"Not eat exactly; no. Darzee, if you have a grain of sense you will fly off to the stables and pretend that your wing is broken, and let Nagaina chase you away to this bush! I must get to the melon bed, and if I went there now she'd see me."

Darzee was a featherbrained little fellow who could never hold more than one idea at a time in his head; and just because he knew that Nagaina's children were born in eggs like his own, he didn't think at first that it was fair to kill them. But his wife was a sensible²⁰ bird, and she knew that cobras' eggs meant young cobras later on; so she flew off from the nest, and left Darzee to keep the babies warm, and continue his song about the death of Nag. Darzee was very like a man in some ways.

She fluttered in front of Nagaina by the rubbish heap and cried out, "Oh, my wing is broken! The boy in the house threw a stone at me and broke it." Then she fluttered more desperately than ever.

20. Here, **sensible** means "makes good choices."

REFLECT

Sequence

What happens after Rikki-tikki sees Nag in the bathroom? Number the following events to the order in which they occur.

- The big man kills Nag with a shotgun. 3
- Rikki-tikki bites Nag. 1
- Nag tries to shake Rikki-tikki off of him. 2
- Darzee sings that Nag is dead. 5
- Rikki-tikki says, "Now I have Nagaina to settle with." 4

desperately (des' pər it lē) *adv.*
hopelessly



To Sum Up

- Rikki-tikki plans to get Nagaina's eggs.
- Darzee's wife helps Rikki-tikki.

Interactive Question-Response

Content Vocabulary

Have a student read aloud the sentence containing the Content Vocabulary word **desperately**. **Ask:** *What does Darzee's wife look like when she is flying in front of Nagaina? (She is flapping her wings as fast as she can.)*

Reflect

Partner Talk Have students work in pairs to answer. To help students get started: **Model** *Think back to when Rikki-tikki and Nag met in the bathroom. What was the first thing that happened to Rikki-tikki after that? Find that event on the list and mark it with the number 1. What happened to Rikki-tikki after the first event? Find that on the list and mark it with the number 2. Have students continue until they have numbered all the events on the list in the order in which they happened.*

Interactive Question-Response

Content Vocabulary

Have a student read aloud the word and definition for *shrieked*. **Ask:** *Why does Darzee's wife shriek at Nagaina? (She shrieked to get Nagaina's attention.)*

shrieked (shrékd) v. made a loud, sharp sound



To Sum Up

- Nagaina chases after Darzee's wife.
- Rikki-tikki finds Nagaina's eggs.
- Rikki-tikki breaks most of Nagaina's eggs.

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Nagaina lifted up her head and hissed, "You warned Rikki-tikki when I would have killed him. Indeed and truly, you've chosen a bad place to be lame in." And she moved toward Darzee's wife, slipping along over the dust.

"The boy broke it with a stone!" **shrieked** Darzee's wife.

420 "Well! It may be some consolation to you when you're dead to know that I shall settle accounts with the boy. My husband lies on the rubbish heap this morning, but before night the boy in the house will lie very still. What is the use of running away? I am sure to catch you. Little fool, look at me!"

Darzee's wife knew better than to do *that*, for a bird who looks at a snake's eyes gets so frightened that she cannot move. Darzee's wife fluttered on, piping sorrowfully, and never leaving the ground, and Nagaina quickened her pace.

430 Rikki-tikki heard them going up the path from the stables, and he raced for the end of the melon patch near the wall. There, in the warm litter about the melons, very cunningly hidden, he found twenty-five eggs, about the size of a bantam's eggs, but with whitish skin instead of shell.

440 "I was not a day too soon," he said; for he could see the baby cobras curled up inside the skin, and he knew that the minute they were hatched they could each kill a man or a mongoose. He bit off the tops of the eggs as fast as he could, taking care to crush the young cobras, and turned over the litter from time to time to see whether he had missed any. At last there were only three eggs left, and Rikki-tikki began to chuckle to himself, when he heard

Darzee's wife screaming:

"Rikki-tikki, I led Nagaina toward the house, and she has gone into the veranda, and —oh, come quickly —she means killing!"

Rikki-tikki smashed two eggs, and tumbled backward down the melon bed with the third egg in his mouth, and scuttled to the veranda as hard as he could put foot to the ground. Teddy and his mother and father were there at early breakfast; but Rikki-tikki saw that they were not eating anything. They sat stone-still, and their faces were white. Nagaina was coiled up on the matting by Teddy's chair, within easy striking distance of Teddy's bare leg, and she was swaying to and fro singing a song of triumph.

"Son of the big man that killed Nag," she hissed, "stay still. I am not ready yet. Wait a little. Keep very still, all you three. If you move I strike, and if you do not move I strike. Oh, foolish people, who killed my Nag!"

Teddy's eyes were fixed on his father, and all his father could do was to whisper, "Sit still, Teddy. You mustn't move. Teddy, keep still."

Then Rikki-tikki came up and cried: "Turn round, Nagaina; turn and fight!"

"All in good time," said she, without moving her eyes. "I will settle my account with *you* presently. Look at your friends, Rikki-tikki. They are still and white; they are afraid. They dare not move, and if you come a step nearer I strike."

"Look at your eggs," said Rikki-tikki, "in the melon bed near the wall. Go and look, Nagaina."

The big snake turned half round and saw the egg on the veranda. "Ah-h! Give it to me," she said.



Literary Element

Setting Check the correct answer. Nagaina comes onto the veranda. This is a place where the family

- ☒ eats meals.
- ☐ plants flowers.
- ☐ hunts for snakes.

Interactive Question-Response

Literary Element Setting

If students have difficulty responding, ask students to identify the characters that are on the veranda. Then ask what each character was doing. **Ask:** *Who was on the veranda? (Rikki-tikki, Nagaina, Teddy, and Teddy's parents.) What was the family doing on the veranda?* Remind students that when they are trying to answer a question about a character or place, they can look back at the text to find the answer.

To Sum Up

- Nagaina tries to hurt the family.
- Rikki-tikki protects the family.
- Rikki-tikki tells Nagaina that he hurt her eggs.

Phonics

Short Vowel /i/

Tell students that they are going to practice saying, listening to, identifying, and writing words with the short *i* sound. Explain that the letter *i* can make both a short *i* sound, as in the word *lips*, and a long *i* sound, as in the word *five*.

Have students find the words on this page in which the letter *i* makes the short *i* sound (*Rikki-tikki*, *killing*, *sit*, *still*). Slowly pronounce the words, and have students raise their hands when they hear the short *i* sound. Then have students repeat the words.

Then instruct students to come up with three words with the short *i* sound on their own. Have them write one sentence using each of the words.

Interactive Question-Response

To Sum Up

Beginning/Intermediate Have students work in pairs to reread all the To Sum Up statements from pages 38–42. Then have students work together to decide which three events are the most important so far. Provide the following sentence frame for students to complete.

The most important events are when ____, when ____, and when ____.

(The most important events are when Rikki-tikki kills Nag, when Rikki-tikki kills all but one of Nagaina's eggs, and when Rikki-tikki protects the family on the veranda.)

To Sum Up

- ▶ Nagaina tells Rikki-tikki to give her the egg.
- ▶ She promises she will never come back.
- ▶ Rikki-tikki wants to fight with Nagaina.

42

Rikki-tikki put his paws one on each side of the egg, and his eyes were blood-red. "What price for a snake's egg? For a young cobra? For a young king cobra? For the last—the very last of the brood?"²¹ The ants are eating all the others down by the melon bed."

480 Nagaina spun clear round, forgetting everything for the sake of the one egg; and Rikki-tikki saw Teddy's father shoot out a big hand, catch Teddy by the shoulder, and drag him across the little table with the teacups, safe and out of reach of Nagaina.

"Tricked! Tricked! Tricked! *Rikk-tck-tck!*" chuckled Rikki-tikki. "The boy is safe, and it was I—I—I that caught Nag by the hood last night in the bathroom." Then he began to jump up and down, all four feet together, his head close to the floor. "He threw me to and fro, but he could not shake me off. He was dead before the big man blew him in two. I 490 did it. *Rikki-tikki-tck-tck!* Come then, Nagaina. Come and fight with me. You shall not be a widow long."

Nagaina saw that she had lost her chance of killing Teddy, and the egg lay between Rikki-tikki's paws. "Give me the egg, Rikki-tikki. Give me the last of my eggs, and I will go away and never come back," she said, lowering her hood.

"Yes, you will go away, and you will never come back; for you will go to the rubbish heap with Nag. Fight, widow! The big man has gone for his gun! Fight!"

500 Rikki-tikki was bounding all round Nagaina, keeping just out of reach of her stroke, his little eyes like hot coals.

21. A **brood** is all of the babies of an animal that are born at the same time.

Differentiated Instruction

Clarify the Text Help students understand Rikki-tikki's motivation for fighting Nagaina.

Beginning Read aloud the text in To Sum Up as students follow along. **Ask:** *What is a clue that Rikki-tikki does not trust Nagaina to never come back? (Rikki-tikki challenges Nagaina instead of giving her the egg.)*

Intermediate Remind students that Rikki-tikki rejected Nagaina's offer to stay away. **Ask:** *Why did he want to fight her? (He didn't trust her. She might come back someday.)*

Advanced/Advanced High Explain that Rikki-tikki made a choice when talking to Nagaina. He could have let her go instead of fighting her. *What does Rikki-tikki's choice tell about him? (Rikki-tikki thought ahead to the future.)*

Nagaina gathered herself together and flung out at him. Rikki-tikki jumped up and backward. Again and again and again she struck, and each time her head came with a whack on the matting of the veranda, and she gathered herself together like a watchspring. Then Rikki-tikki danced in a circle to get behind her, and Nagaina spun round to keep her head to his head, so that the rustle of her tail on the matting sounded like dry leaves blown along by the wind.

510

He had forgotten the egg. It still lay on the veranda, and Nagaina came nearer and nearer to it, till at last, while Rikki-tikki was drawing breath, she caught it in her mouth, turned to the veranda steps, and flew like an arrow down the path, with Rikki-tikki behind her. When the cobra runs for her life, she goes like a whiplash flicked across a horse's neck.

Rikki-tikki knew that he must catch her, or all the trouble would begin again. She headed straight for the long grass by the thornbush, and as he was running Rikki-tikki

520

REFLECT

Sequence

In your own words, describe what happens after Nagaina goes onto the veranda. Write the events in the order in which they happen.

Teddy's father gets Teddy away from Nagaina.

Nagaina tells Rikki-tikki that she will leave if he gives back the egg. Rikki-tikki and Nagaina fight. Then she grabs the eggs and leaves.



Talk about your answer with a partner.



Comprehension Check

Why does Nagaina fight Rikki-tikki?

Nagaina wants her

egg back.

To Sum Up

- Nagaina tries to hurt Rikki-tikki.
- Nagaina takes her egg and escapes into the garden.

Rikki-tikki-tavi

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Interactive Question-Response

Comprehension Check

Have students identify text that supports their answers. (*"He had forgotten the egg. It still lay on the veranda, and Nagaina came nearer and nearer to it, till at last, while Rikki-tikki was drawing breath, she caught it in her mouth, turned to the veranda steps, and flew like an arrow down the path. . ."*)

Reflect

Partner Talk Have students work in pairs to answer. To help students get started: **Model** Think back to when Nagaina first came onto the veranda. **Ask:** Who was on the veranda with Nagaina? (Teddy, his parents, Rikki-tikki) Why did Nagaina come to the veranda? (She wanted to kill Teddy.) What did the other characters do when Nagaina got to the veranda? (Teddy's father told Teddy to sit still. Teddy's mother sat still. Rikki-tikki challenged Nagaina to a fight.) What did Nagaina do after that? (She stole back her egg and ran away.)

Interactive Question-Response

Literary Element Setting

If students have difficulty responding, help them find where the rathole is mentioned on the page.

Ask: *If you went into the hole, what would you see and feel? (I would see grass on the outside and not a lot on the inside because it was dark. I would feel the hot, moist earth.)*



Literary Element

Setting Underline the words that tell what Nagaina's rathole looks and feels like.

To Sum Up

- Rikki-tikki chases Nagaina into her home.
- Rikki-tikki does not come out of the hole. Darzee thinks Nagaina killed him.
- Rikki-tikki comes out of the hole. He says Nagaina is dead.

heard Darzee singing his foolish little song of triumph. But Darzee's wife was wiser. She flew off her nest as Nagaina came along, and flapped her wings about Nagaina's head. If Darzee had helped they might have turned her; but Nagaina only lowered her hood and went on. Still, the instant's delay brought Rikki-tikki up to her, and as she plunged into the rathole where she and Nag used to live, his little white teeth were clenched on her tail, and he went down with her—and very few mongooses, however wise and old they may be, care to follow a cobra into its hole.

It was dark in the hole; and Rikki-tikki never knew when it might open out and give Nagaina room to turn and strike at him. He held on savagely and struck out his feet to act as brakes on the dark slope of the hot, moist earth.

Then the grass by the mouth of the hole stopped waving, and Darzee said: "It is all over with Rikki-tikki! We must sing his death song. Valiant Rikki-tikki is dead. For Nagaina will surely kill him underground."

So he sang a very mournful song that he made up all on the spur of the minute, and just as he got to the most touching part the grass quivered again, and Rikki-tikki, covered with dirt, dragged himself out of the hole leg by leg, licking his whiskers. Darzee stopped with a little shout. Rikki-tikki shook some of the dust out of his fur and sneezed. "It is all over," he said. "The widow will never come out again." And the red ants that live between the grass stems heard him, and began to troop down one after another to see if he had spoken the truth.

Rikki-tikki curled himself up in the grass and slept where he was—slept and slept till it was late in the afternoon, for he had done a hard day's work.

"Now," he said, when he awoke, "I will go back to the house. Tell the coppersmith, Darzee, and he will tell the garden that Nagaina is dead."

The coppersmith is a bird who makes a noise exactly like the beating of a little hammer on a copper pot; and the reason he is always making it is because he is the town crier to every Indian garden, and tells all the news to everybody who cares to listen. As Rikki-tikki went up the path, he heard his "attention" notes like a tiny dinner gong; and then the steady "Ding-dong-tock! Nag is dead—dong! Nagaina is dead! Ding-dong-tock!" That set all the birds in the garden singing, and the frogs croaking, for Nag and Nagaina used to eat frogs as well as little birds.

When Rikki got to the house, Teddy and Teddy's mother (she still looked very white, for she had been fainting)²² and Teddy's father came out and almost cried over him; and that night he ate all that was given him till he could eat no more, and went to bed on Teddy's shoulder, where Teddy's mother saw him when she came to look late at night.

"He saved our lives and Teddy's life," she said to her husband. "Just think, he saved all our lives!"

Rikki-tikki woke up with a jump, for all mongooses are light sleepers.

"Oh, it's you," said he. "What are you bothering for? All the cobras are dead; and if they weren't, I'm here."

22. *Fainting* means "losing consciousness."



Comprehension Check

Underline the words that show how Teddy and his parents feel when they see Rikki-tikki.

To Sum Up

- Rikki-tikki returns to the house.
- The family is very thankful to Rikki-tikki.
- Teddy's mother says that Rikki-tikki saved their lives.

Interactive Question-Response

Comprehension Check

Ask students to share what they underlined in the text. **Ask:** *How do you think the family treats Rikki-tikki after Nag and Nagaina are dead? (They take care of him for the rest of his life.)*

Phonics

Short Vowel /o/

Tell students that they are going to practice saying, listening to, identifying, and writing words with the short *o* sound. Explain that the letter *o* can make both a short *o* sound, as in the word *sock*, and a long *o* sound, as in the word *blow*.

Have students find the words on this page in which the letter *o* makes the short *o* sound (*pot*, *frog*, *got*). Slowly pronounce the words, and have students raise their hands when they hear the short *o* sound. Then have students repeat the words.

Then instruct students to come up with three words with the short *o* sound on their own. Have them write one sentence using each of the words.

Interactive Question-Response

Academic Vocabulary

Explain how Rikki-tikki **ensured** the safety of the British family. **Model** *Rikki-tikki's actions ensured the safety of Teddy and his family from Nag and Nagaina. In this sentence, the word ensured means "made sure or certain." Think about Nag and Nagaina's plans to hurt the family. How did Rikki-tikki ensure Nag and Nagaina would no longer hurt Teddy and his family? Then have students give examples of how Rikki-tikki ensured their safety by completing the sentence:*

Rikki-tikki ensured Nag and Nagaina would no longer hurt Teddy and his family by _____.

(Possible answers: killing Nagaina; destroying Nagaina's eggs; fighting Nag.)

580

Rikki-tikki had a right to be proud of himself; but he did not grow too proud, and he kept that garden as a mongoose should keep it, with tooth and jump and spring and bite, till never a cobra dared show its head inside the walls.

To Sum Up

- Rikki-tikki continues to keep the family safe.
- Snakes are afraid to come into the garden.

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Comprehension

BLM

To support students as they read the selection, have them complete the graphic organizer on page A5.

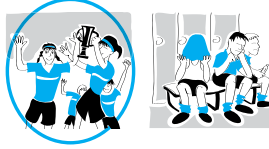
After You Read

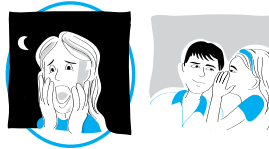
Rikki-tikki-tavi

Vocabulary Check

A. Circle the picture that best answers the question.

1. Which student is doing **serious** work?

3. Which team is enjoying its **triumph**?

2. Which monster is **wicked**?

4. Which girl **shrieked**?


B. Put a T next to statements that are true. Put an F next to statements that are false.

F 5. The man **desperately** swims for exercise.

T 6. The **savage** animal must be kept in a cage.

T 7. She is full of **curiosity**. She asks many questions.

F 8. We were **paralyzed** as we danced.

C. Answer the questions below.

9. The garden was only half **cultivated**. What does this mean?

Someone dug up part of it for planting, but part was not ready for planting.

10. Do you think Rikki-tikki-tavi is **restless**? Why or why not?

Yes. He is always moving around.

11. Darzee **cowered** when Nag came out of the grass. Why did he do this?

He was afraid of the snake.

12. Why does Darzee say Rikki-tikki-tavi is **valiant**?

He was brave and killed snakes.

Read the directions carefully. If you do not know the meaning of a word, ask a partner or your teacher.

Rikki-tikki-tavi

47

Vocabulary Check

A. Beginning/Intermediate Read each question aloud. Encourage students to point or answer with yes or no. Then turn the question into a statement and have students repeat as you point to the word and picture. For example: *Which student is doing serious work? This student is doing serious work.*

Grammar Link

BLM

Comparative and Superlative Forms of Adverbs

Prepare students to complete the activity master on page A7. Read the grammar instruction with students and complete the first item with them to help them get started.

Comprehension Check

A. Beginning/Intermediate Remind students that a story is made up of events that happen in a certain order. In the diagram, have students write how the story of *Rikki-tikki-tavi* began. Provide them with a sentence prompt, such as: *Rikki-tikki comes to* _____. In the middle box, have students write the main thing that Rikki-tikki did in the story. In the last box, have students write how the story ended. Encourage students to work in pairs to complete the diagram.

After Reading Have students complete the after reading activity on page 245.

Rikki-tikki-tavi | 5

Comprehension Check

A. What happens in “Rikki-tikki-tavi”? Use the diagram to tell the events in order.

Beginning

Rikki-tikki comes to live with a family.

Middle

He learns to fight snakes and protects the family.

End

He kills two cobras and their babies. No more snakes come into the family’s garden.

B. Think about the setting of the story. Then answer the questions.

- Rikki-tikki comes to live with a family. What kind of house does the family live in? bungalow
- Where does Darzee the tailorbird live? in the garden or the thornbush
- Is it day or night when Rikki-tikki meets Chuchundra? night
- Where does Rikki-tikki fight Nag? in the bathroom
- Describe the setting where Nagaina tries to attack the family. The family is sitting on the veranda eating breakfast.

C. Check the correct answer.

- | | |
|--|---|
| 6. Rikki-tikki-tavi leaves his burrow because
☒ a flood washes him away.
☐ he is very curious.
☐ he wants to live in a garden. | 8. Rikki-tikki kills Karait
☒ before he kills Nag.
☐ after he kills Nagaina.
☐ before he meets Darzee. |
| 7. Which detail helps to show what the garden looks like?
☐ big black cobra
☐ sorrowful voices
☒ bushes as big as summer houses | 9. Rikki-tikki-tavi kills Nagaina
☐ on the veranda.
☐ in the water jar.
☒ inside a hole. |

For more practice, see page 245.

Writing Link

Summary

Have students think about a book or movie they like. Have each student list the most important parts of the book or movie’s story. Each student should then use the list to write a few sentences summarizing the story. Have partners read their summaries to each other.



7.6 Understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support understanding.
7.6A Explain the influence of the setting on plot development.

Thank You, *M'am*

by Langston Hughes

Thank You, M'am

49

Oral Language

Build Background

Read the title and author. Explain that students will read "Thank You M'am" by Langston Hughes, an African-American author. **Ask:**

- Would you call a man or a woman "M'am"? (*woman*) How would you address a man? (*sir*)
- Is *M'am* a respectful or disrespectful way to address someone? (*respectful*)

Talk About the Short Story

Explain that the short story is about a boy who learns a lesson about respect from a stranger.

Beginning Discuss with students how we expect others to behave. **Ask:** *Do your friends expect you to be kind to them? (yes/no)*

Intermediate Ask students to think of a person they respect. Have students describe how they show respect for this person. If students have difficulty responding, use the following sentence frame: *I show respect for ____ (my dad) by ____ (paying attention when he speaks)*

Advanced/Advanced High Create a 2-column chart to compare actions that make people earn or lose respect the respect of others. Write the head *Earn Respect* above Column 1 and *Lose Respect* above Column 2. **Model** *You can earn or lose the respect of others based on how you act.*

Lesson at a Glance

Oral Language

- Build Background
- Talk About the Short Story

Vocabulary

- Selection Vocabulary
- Content Vocabulary
- Academic Vocabulary

Phonics

- Consonant Clusters with *r*

Literary Element

- Characterization

Reading Skill

- Analyze Setting

Writing Link

- Letter

Fluency

- Expression and Intonation: Dialogue

Comprehension

- BLM



Grammar Link

- Prepositions of Place BLM

Technology

- Student Works™ Plus
- Teacher Works™ Plus
- Listening Library Audio CD
- Classroom Presentation Toolkit
- Glencoe Visual Vocabulary
- Skill Level Up!™ A Skill-Based Language Arts Game



Interactive Question-Response

Connect to the Short Story

Read aloud the text. Copy the questions on the board, and model writing your responses on the lines. **Model** *My coach is a good influence on me. She helps me become a better volleyball player. She teaches me to play fair and show respect to all players.* Then have students complete their own sentences.

Literary Element Characterization

Read aloud the text. Share examples of direct and indirect characterization from everyday life or a story that students have recently read. Have students identify whether each example is direct or indirect. **Model** *In a story, the author writes, "Marco is a slob." (direct) Marco's best friend tells him to clean his messy room. (indirect)*

Reading Skill Analyze Setting

Tell students that understanding the setting of a story helps them create mental images as they read. Sketch a city skyline on the board. Guide students to understand that the setting is "a city in the present day." Invite volunteers to suggest things they may see in the city. Then draw a flying car. **Ask:** *How has the setting changed? (It's now the future.)*

Connect to the Short Story

Who has had a good effect on your life? Think about the person. Then answer the questions.

Who is a good influence on you?

Israel, a tutor at my after-school club

How does the person help you?

Israel helped me with a big project for school and also

helps me with my homework once a week.

Literary Element Characterization

Characterization is the way an author shows what a character is like. Characterization is important because it helps you get to know the characters. There are two kinds of characterization:

- **direct characterization:** The author tells the reader what a character is like.
- **indirect characterization:** Readers learn about a character from what the character says and does, how the character speaks, and what others say about the character.

As you read, think about:

- What do the characters say and do?
- What do other characters say about them?
- How does the author describe the characters?

Reading Skill Analyze Setting

Setting is where and when a story takes place. As you read, think about how the setting affects the story. Ask yourself,

- Where and when does the story take place?

Selection Vocabulary Practice saying the words with a partner.

whereupon (hwär' ə pōn') *conj.* at which time; after which
The man heard a noise, **whereupon** he dropped his books.

mistrusted (mis trust' ed) *v.* thought of with suspicion or doubt
I **mistrusted** the dog because it did not look friendly.

Talk with a partner about the pictures. Discuss how the pictures help you understand the words.

Content Vocabulary

weight (wät) *n.* how heavy something is
The **weight** of the cans is making the grocery bag heavy.



gripped (gript) *v.* held tightly
The dog **gripped** the toy between his teeth.



contact (kon' takt) *n.* connection; communication
My sister and I share a room. We are always in **contact**.



struggle (strug' əl) *v.* to make a strong effort against a problem
We had to **struggle** to open the stuck door.



snatch (snach) *v.* to grab quickly
I tried to **snatch** the cookie from the jar.



presentable (pri zen' tə bəl) *adj.* good enough to be seen
He is not **presentable** in his torn shirt.
➤ Cognate (Spanish) **presentable**



embarrass (em bar' əs) *v.* to cause someone to feel ashamed or uncomfortable
It will **embarrass** me if my house is messy when my friends visit.



behave (bi häv') *v.* to act right or properly
I try to **behave** well when others are speaking.



For more practice, see page 246.

Thank You M'am

51

Vocabulary Routine

To introduce the vocabulary, read aloud the words and definitions in the student book and have students repeat after you. Discuss how the pictures illustrate the words or sentences. Then follow the vocabulary routine below.

Selection Vocabulary

Define: **Whereupon** is a connecting word that means at that time. **Example:** The actors bowed, *whereupon* the audience began clapping. **Ask:** Think of another example or situation in which you could use *whereupon*. **EXAMPLE**

If you **mistrusted** someone, you would doubt the things he or she says and does. *After he lied, I mistrusted him.* Have you ever mistrusted someone? Why? **EXPLANATION**

Content Vocabulary

When something is heavy, it has a lot of **weight**. *The weight of the books made the backpack heavy.* What is another example of something with a lot of weight? **EXAMPLE**

If you **gripped** something, you held it tightly. *She gripped the pencil between her fingers.* How are the words *gripped* and *clutched* alike? How are they different? **COMPARE AND CONTRAST**

You are in **contact** with people you write or talk to a lot. *I stay in contact with my friend through phone calls each week.* How do you stay in contact with people? **EXAMPLE**

A student may **struggle** to figure out difficult math problems. *It is always a struggle to do well on a test if you haven't studied.* Do you struggle with anything? Explain. **EXPLANATION**

Continue the routine *with struggle, snatch, presentable, embarrass, and behave.*

Have students complete the vocabulary practice activity on page 246.

Phonics

Consonant Clusters with r

Tell students they are going to practice the consonant cluster *pr*. Tell them that consonants are blended, but each consonant keeps its own sound. Ask students to find a Content Vocabulary word with the consonant cluster *pr* at the beginning of the word (*presentable*). Slowly pronounce the word, and have students show one and two fingers, respectively, when they hear /p/ and /r/. Then have students say the word.

Write the following words on the board that relate to the selection. Briefly explain their meanings, and have students pronounce them after you.

print

pride

press

praise

Interactive Question-Response

Content Vocabulary

Have a student read aloud the sentence containing the Content Vocabulary word *weight*.

Ask: *Why did the weight of the purse cause the boy to fall down? (It was heavier than he expected.)* Have a student read aloud the sentence containing the Content Vocabulary word *gripped*. **Ask:** *What is being gripped? (the boy's shirt)* *Why has the woman gripped his shirt? (so he does not get away)*

Literary Element Characterization

Have students share what they underlined. **Ask:** *Was this the reaction the boy expected? (no)* *Why not? (Most people would just give up the purse instead of fighting back.)*

weight (wāt) *n.* how heavy something is



Literary Element

Characterization The boy tries to steal the woman's purse. Underline the words that show the woman's reaction. What do her actions say about her?

Possible answer: She is not

afraid of him. She is strong

and can take care of herself.

gripped (gript) *v.* held tightly



To Sum Up

- A woman walks alone late at night.
- A boy grabs her purse.
- The woman catches the boy.
- She makes him give the purse back to her.

52

Thank You, *M'am*

She was a large woman with a large purse that had everything in it but hammer and nails. It had a long strap and she carried it slung¹ across her shoulder. It was about eleven o'clock at night, and she was walking alone, when a boy ran up behind her and tried to snatch her purse. The strap broke with the single tug the boy gave it from behind. But the boy's weight, and the weight of the purse combined caused him to lose his balance so, instead of taking off full blast as he had hoped, the boy fell on his back on the sidewalk, and his legs flew up. The large woman simply turned around and kicked him right square in his blue jeans sitter. Then she reached down, picked the boy up by his shirt front, and shook him until his teeth rattled.

After that the woman said, "Pick up my pocketbook, boy, and give it here."

She still held him. But she bent down enough to permit him to stoop and pick up her purse. Then she said, "Now ain't you ashamed of yourself?"

Firmly gripped by his shirt front, the boy said, "Yes'm."

The woman said, "What did you want to do it for?"

¹ When something is **slung** across your shoulder, it has been hung there.

Comprehension

BLM

To support students as they read the selection, have them begin the graphic organizer on page A8.

The boy said, "I didn't aim to."

She said, "**You a lie!**"

By that time two or three people passed, stopped, turned to look, and some stood watching.

"If I turn you loose, will you run?" asked the woman.

"Yes'm," said the boy.

"Then I won't turn you loose," said the woman. She did not release him.

"I'm very sorry, lady, I'm sorry," whispered the boy.

"Um-hum! And your face is dirty. I got a great mind to wash your face for you. Ain't you got nobody home to tell you to wash your face?"

"No'm," said the boy.

"Then it will get washed this evening," said the large woman starting up the street, dragging the frightened boy behind her.

He looked as if he were fourteen or fifteen, frail² and willow-wild,³ in tennis shoes and blue jeans.

The woman said, "You ought to be my son. I would teach you right from wrong. Least I can do right now is to wash your face. Are you hungry?"

"No'm," said the being-dragged boy. "I just want you to turn me loose."

"Was I bothering *you* when I turned that corner?" asked the woman.

"No'm."

"But you put yourself in contact with *me*," said the woman. "If you think that that contact is not going to last awhile, you got another thought coming. When I get

"**You a lie!**" is slang. It means "You are a liar!"



Comprehension Check

Why won't the woman let the boy go? Check the correct answer.

- ☒ She wants to teach him a lesson.
- ☐ He is trying to hurt her.
- ☐ She wants the people on the street to see him.

contact (kon' takt) *n.* connection; communication



To Sum Up

- The woman drags the boy up the street.
- The boy begs her to let him go.
- The woman does not let him go.

Interactive Question-Response

Comprehension Check

Ask students to share the answer they checked.

Ask: *How do you know she wants to teach the boy a lesson? (because she says he should be her son so she could teach him right from wrong) How does the woman act like a mother to the boy? (She tells him he needs to wash his face and asks if he is hungry, like a mother would.)*

Content Vocabulary

Read aloud the word and definition for *contact*.

Ask students to describe someone they keep in contact with. **Model** *I keep in contact with my sister. I talk with her on the phone, and sometimes I meet her for lunch.*

2. **Frail** means "weak."

3. **Willow-wild** means "wild-looking, like a tree with drooping branches."

Interactive Question-Response

Content Vocabulary

Read aloud the word and definition for *struggle*.

Ask: *Why does the boy struggle? (the woman is holding him and he wants to get free)* Have a student read aloud the word and definition for *snatch*. **Ask:** *How is the word snatch similar to grab? (They both mean "to take quickly.")*

Background Information

Read aloud the note. Discuss what a rooming house might be like. **Model** *A rooming house is different from an apartment. An apartment has separate living areas like a kitchen, living room, and bathroom. In a rooming house, all residents have their own bedrooms, but everyone in the house often shares the other living areas. Mrs. Jones has her own kitchen.*

struggle (strug' əl) v. to make a strong effort against a problem



Background Information

Much of this story takes place in Mrs. Jones's rooming house. A rooming house is a place where people rent rooms to live in.

snatch (snach) v. to grab quickly



To Sum Up

- ▶ The woman takes the boy home with her.
- ▶ She tells him to wash his face.
- ▶ The boy says there is no one at his house to take care of him.

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50 through with you, sir, you are going to remember Mrs. Luella Bates Washington Jones."



half nelson

Sweat popped out on the boy's face and he began to struggle. Mrs. Jones stopped, jerked him around in front of her, put a half nelson about his neck, and continued to drag him up the street. When she got to

her door, she dragged the boy inside, down a hall, and into a large kitchenette-furnished room at the rear of the house. She switched on the light and left the door open. The boy could hear other roomers laughing and talking in the large house. Some of their doors were open, too, so he knew he and the woman were not alone. The woman still had him by the neck in the middle of her room.

She said, "What is your name?"

"Roger," answered the boy.

"Then, Roger, you go to that sink and wash your face," said the woman, whereupon she turned him loose—at last. Roger looked at the door—looked at the woman—looked at the door—and *went to the sink*.

70 "Let the water run until it gets warm," she said. "Here's a clean towel."

"You gonna take me to jail?" asked the boy, bending over the sink.

"Not with that face, I would not take you nowhere," said the woman. "Here I am trying to get home to cook me a bite to eat and you snatch my pocketbook! Maybe you ain't been to your supper either, late as it be. Have you?"

"There's nobody home at my house," said the boy.

"Then we'll eat," said the woman. "I believe

Vocabulary

whereupon (hwär' ə pōn') conj. at which time; after which

Differentiated Instruction

Clarify the Text Help students understand what Mrs. Jones intends to do with Roger.

Beginning Explain to students that Mrs. Jones takes the boy home. **Ask:** *Do you think Mrs. Jones takes him home to punish him or help him? (help him)* Point out that Mrs. Jones tells Roger to wash his face and says she will not take him to jail.

Intermediate **Ask:** *Why does Mrs. Jones says "Maybe you ain't been to your supper either, late as it be. Have you?"* Have students complete the following sentence frame: *Mrs. Jones was asking Roger if _____. (he had eaten yet)*

Advanced/Advanced High Point out that everything Mrs. Jones has assumed about Roger is correct: that he is ashamed for trying to snatch her purse, that no one tells him to wash his face, and that he has not eaten supper. **Ask:** *What might this tell you about Mrs. Jones's life? (She has met boys like Roger before.)*

you're hungry—or been hungry—to try to snatch my pocketbook."

"I wanted a pair of blue suede shoes,"⁴ said the boy.

"Well, you didn't have to snatch *my* pocketbook to get some suede shoes," said Mrs. Luella Bates Washington Jones. "You could of asked me."

"M'am?"

The water dripping from his face, the boy looked at her. There was a long pause. A very long pause. After he had dried his face and not knowing what else to do dried it again, the boy turned around, wondering what next. The door was open. He could make a dash for it down the hall. He could run, run, run, run, *run!*

The woman was sitting on the daybed.⁵ After a while she said, "I were young once and I wanted things I could not get."

There was another long pause. The boy's mouth opened. Then he frowned, but not knowing he frowned.

4. **Blue suede shoes** are made of soft leather. They were popular during the 1950s. A singer named Elvis Presley wrote a song about them.

5. A **daybed** is a bed that is also used as a couch.

REFLECT

Analyze Setting

Where are the boy and Mrs. Jones at this point in the story? Why is this setting important?

They are in Mrs. Jones's rented room. The setting is

important because Mrs. Jones is poor, too, but she

helps the boy anyway. She feeds him, makes him

wash his face, and tells him he could have asked for

her help.



Talk about your answer with a partner.



Literary Element

Characterization What does the boy want the money for? What does this tell you about what he is like?

He wants a pair of blue

suede shoes. He is poor

and has no one to take

care of him. He thinks

about what he wants and

not what he needs, such

as food.

To Sum Up

- The boy says he snatched the woman's purse so he could take her money.
- He wants to buy a pair of shoes.

Interactive Question-Response

Literary Element Characterization

If students have difficulty responding: **Model** When Mrs. Jones asks him, the boy tells her he wants blue suede shoes. This is something that the boy wants, but does not need. He needs food. **Ask:** Do you think the boy acts more like a child or an adult? Why? (a child, because he only thinks about what he wants right now)

Reflect

Partner Talk Have students work in pairs to answer. To help students get started: **Model** I know that they are in a rooming house, and the author says that Mrs. Jones is sitting on a daybed. **Ask:** Do you think Mrs. Jones is poor like Roger? (yes) Does this help Mrs. Jones understand Roger better? (yes)

Fluency

Expression and Intonation: Dialogue

Intermediate/Advanced Tell students that they will be doing a choral reading of five full paragraphs on page 55, beginning with "I wanted." Remind students to change their voices for different characters and to apply what they know about the character. Model the fluency skill as you read the text at a moderate tempo. Then have the entire class join in and read the passage aloud together. When students reach the end of the passage, have pairs of students reread to each other. To assess individual fluency, use the Oral Reading Guidelines on page T13.

Beginning Have these students do a shared reading of only the first three paragraphs of the passage. Model the pronunciation of the text as you read. Then reread and encourage students to join in during expressive parts. Reread the text again, this time encouraging them to join you in reading as much as they can. Then have students practice reading the paragraph in pairs.

Interactive Question-Response

Content Vocabulary

Read aloud the word and definition for **presentable**. **Model:** *I try to make myself presentable before I leave the house.* **Ask:** *Why does Mrs. Jones suggest that the boy look presentable? (She is trying to help him.)* Have a student read aloud the word and definition for **embarrass**. **Ask:** *What would embarrass the boy about his family or where he lived? (He did not have anyone who cared about him; he was poor; his house was probably falling apart.)*

Comprehension Check

Ask students to share what they checked. Then have students identify the words in the boxed text that support their answer. (*where he thought she could easily see him; he did not want to be mistrusted*)

presentable (pri zen' tə bəl) *adj.*
good enough to be seen



Comprehension Check

Mrs. Jones leaves the boy alone in the room. She does not watch him. What does the boy want Mrs. Jones to do now? Check the correct answer.

- ☒ trust him
- ☐ let him go
- ☐ give him money

embarrass (em bar' əs) *v.* to cause someone to feel ashamed or uncomfortable



To Sum Up

- ▶ The woman says she is not proud of everything she has done either.
- ▶ She makes dinner for herself and the boy.

The woman said, "Um-hum! You thought I was going to say *but*, didn't you? You thought I was going to say, *but I* 100 *didn't snatch people's pocketbooks*. Well, I wasn't going to say that." Pause. Silence. "I have done things, too, which I would not tell you, son—neither tell God, if he didn't already know. So you set down while I fix us something to eat. You might run that comb through your hair so you will look **presentable**."

In another corner of the room behind a screen was a gas plate⁶ and an icebox.⁷ Mrs. Jones got up and went behind the screen. The woman did not watch the boy to see if he was going to run now, nor did she watch her purse which 110 she left behind her on the daybed. But the boy took care to sit on the far side of the room where he thought she could easily see him out of the corner of her eye, if she wanted to. He did not trust the woman *not* to trust him. And he did not want to be **mistrusted** now.

"Do you need somebody to go to the store," asked the boy, "maybe to get some milk or something?"

"Don't believe I do," said the woman, "unless you just want sweet milk yourself. I was going to make cocoa out of this canned milk I got here."

120 "That will be fine," said the boy.

She heated some lima beans and ham she had in the icebox, made the cocoa, and set the table. The woman did not ask the boy anything about where he lived, or his folks, or anything else that would **embarrass** him. Instead, as they ate, she told him about her job in a hotel beauty shop that stayed open late, what the work was like, and how all kinds of women came in and out, blondes, red-heads, and

Vocabulary

mistrusted (mis trust' ed) *v.* thought of with suspicion or doubt

6. A **gas plate** is a small gas stove.

7. An **icebox** is a type of refrigerator used in the past.

Spanish. Then she cut him a half of her ten-cent cake.

"Eat some more, son," she said.

When they were finished eating she got up and said, "Now, here, take this ten dollars and buy yourself some blue suede shoes. And next time, do not make the mistake of latching onto *my* pocketbook *nor nobody else's*—because shoes come by **devilish** like that will burn your feet. I got to get my rest now. But I wish you would behave yourself, son, from here on in."

She led him down the hall to the front door and opened it. "Goodnight! Behave yourself, boy!" she said, looking out into the street.

The boy wanted to say something else other than, "Thank you, m'am," to Mrs. Luella Bates Washington Jones, but he couldn't do so as he turned at the barren⁸ stoop⁹ and looked back at the large woman in the door. He barely managed to say, "Thank you," before she shut the door. And he never saw her again.

8. **Barren** means "bare" or "plain."

9. A **stoop** is a set of steps in front of a building.

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Devilish like means "in a way that is wrong."

behave (bi hāv') v. act right or properly



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Literary Element

Characterization The boy is barely able to thank Mrs. Jones. What does this tell you about how he is feeling or what he is thinking?

He is surprised that she

gave him the money. He

is not used to someone

treating him so well.

To Sum Up

- ▶ The woman and the boy eat and talk.
- ▶ The woman gives the boy ten dollars and tells him to be good.
- ▶ The boy thanks the woman. He leaves and never sees her again.

Thank You, M'am

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Interactive Question-Response

Content Vocabulary

Have a student read aloud the word and definition for *behave*. **Ask:** *Who are some people who tell you how to behave? (parents, teachers)*

Literary Element Characterization

If students are having difficulty responding, ask them to imagine how they think the boy feels at this point in the story. **Model** *The boy does not seem to have anyone in his life that cares for him. Then Mrs. Jones takes him in, feeds him, and gives him money. He probably never expected this to happen.*

Academic Vocabulary

Explain to students that despite Roger's attempt to steal her purse, Mrs. Jones **assists** Roger by feeding him and giving him money for new shoes. **Ask:** *What do you think assists means? (helps)*

To Sum Up

Beginning/Intermediate Have students work in pairs to reread all the To Sum Up statements from the beginning of the story on page 52. Then have students decide together what the most important events are from the beginning, middle, and end of the story using the sentence frames:

First, the boy _____. Next, Mrs. Jones _____. Last, Mrs. Jones _____.

(First, the boy tries to steal Mrs. Jones's purse. Next, Mrs. Jones drags him home and feeds him. Last, Mrs. Jones gives him \$10 to buy shoes and he leaves.)

Comprehension

BLM

To support students as they read the selection, have them complete the graphic organizer on page A8.

Vocabulary Check

B. Intermediate Read the words in the word bank aloud. Read the first sentence aloud with the first word from the word bank inserted. Ask students to raise a hand if it makes sense. If it does not, follow the same routine until a word from the word bank makes sense in the sentence.

Vocabulary Check

A. Write the word that goes with each picture.

contact

gripped

weight



1. contact



2. weight



3. gripped

B. Complete each sentence with a vocabulary word.

behave

presentable

snatch

struggle

4. The rock was heavy. We had to struggle to lift it.

5. You will look presentable if you wash your face and brush your hair.

6. I jumped up to snatch the ball.

7. They gave the dog toy, so it would behave itself.

C. Think about the way each vocabulary word was used in "Thank You, M'am." Then answer the questions.

8. What did Roger do so that he would not be **mistrusted** by Mrs. Jones?

He did not run away.

9. Roger tried to steal Mrs. Jones's purse, **whereupon** Mrs. Jones grabbed him. What did

Roger do last? He asked Mrs. Jones to let him go.

10. Mrs. Jones did not ask questions that would **embarrass** Roger. What questions might

embarrass Roger? Where do you live? Who is your family?

Read the directions carefully. If you do not know the meaning of a word, ask a partner or your teacher.

Grammar Link

BLM

Prepositions of Place

Prepare students to complete the activity master on page A9. Read the grammar instruction with students, and complete the first item with them to help them get started.

Thank You, *M'am*

Comprehension Check

A. Think about Mrs. Jones and Roger. Write what happened at the beginning and at the end of the story.

Beginning

Roger tries to steal Mrs. Jones's purse



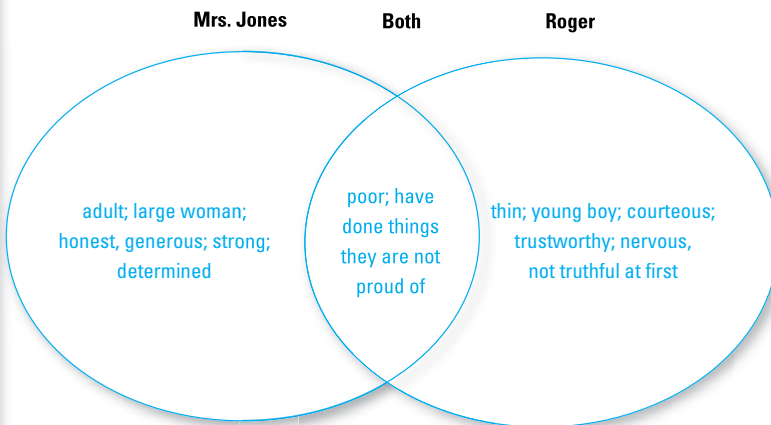
End

Mrs. Jones gives Roger money

B. Think about the story. Then complete the sentences.

- The main characters in the story are Mrs. Jones and Roger.
- They met late one night when Roger tried to steal Mrs. Jones's purse.
- During most of the story, the setting is Mrs. Jones's home.
- I would describe Mrs. Jones as brave, generous, nice.

C. Compare Mrs. Jones and Roger. How are they alike? How are they different?



Thank You, M'am

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Comprehension Check

C. Advanced Remind students that readers learn about a character by what the author tells them, what the character says and does, and how other characters talk and act toward the character. Invite volunteers to share what they have learned about Mrs. Jones and Roger through characterization.

Writing Link

Letter

What would you say to Roger if you were Mrs. Jones? Have students work in pairs to list words and phrases they would use in a letter to Roger, and then have them each write their own letters. After they finish the letters, have students share what they wrote with their partners.

Write a Thank-You Letter

Pretend that you are Roger and write a letter to Mrs. Jones. Thank her for helping you. Explain what happened and how it made you feel. Then discuss your letter with a partner.

Dear Mrs. Jones,

I am sorry that I tried to steal your purse.

I did it because I needed money to buy blue suede shoes.

Afterward, I felt ashamed. I just wanted you to let me go.

I was surprised that you treated me with kindness.

You did things for me like took me home, let me wash my face,
fed me, gave me the money.

I was not able to say how I felt when I left. I want to tell you thank you, and I will not forget you.

Sincerely,

Roger

Thank you



7.3 Analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support understanding.

The Rider

by Naomi Shihab Nye

and

I'LL WALK THE TIGHTROPE

by Margaret Danner

The Rider and I'll Walk the Tightrope

61

Oral Language

Build Background

Read the title and author. Explain that students will read "The Rider" by Naomi Shihab Nye, an Arab-American poet, and "I'll Walk the Tightrope" by Margaret Danner, an African-American poet.

Ask: Who do you think The Rider is? (someone who rides a motorcycle, bike, or scooter) Tightrope is a compound word made up of two words, tight and rope. What do you think a walk on the tightrope might be? (someone walking on a rope stretched tight)

Talk About the Poems

Explain to students that both poems describe the hardships of life.

Beginning **Ask:** Do you or someone you know ride a bicycle? (yes/no) Have students pantomime riding a bicycle.

Intermediate Explain that a tightrope is a rope that is high above the ground. **Ask:** What might tightrope walkers do to keep from falling off? (balance, keep walking)

Advanced/Advanced High Point out to students that walking a tightrope takes practice. Have students describe something a person would have to do in order to become good at walking on a tightrope. **Model** I think that someone who walks a tightrope should not be afraid of heights.

Lesson at a Glance

Oral Language

- Build Background
- Talk About the Poems

Vocabulary

- Content Vocabulary

Phonics

- Consonant Digraphs with /ng/

Literary Element

- Theme

Reading Skill

- Compare and Contrast

Writing Link

- Paragraph

Fluency

- Pacing: Phrasing

Grammar Link

- Word Order of Adjectives BLM



Technology

- Student Works™ Plus
- Teacher Works™ Plus
- Listening Library Audio CD
- Classroom Presentation Toolkit
- Glencoe Visual Vocabulary
- Skill Level Up!™ A Skill-Based Language Arts Game

Interactive Question-Response

Connect to the Poems

Read aloud *Connect to the Poems*. Draw a blank box on the board. **Model** *When I feel sad or lonely, I play with my dog. My dog helps me feel better. He is always happy to see me. I am going to draw a picture of my dog.* Model drawing your response on the board. Have volunteers suggest other responses. Then have individuals complete their own drawings and share their responses.

Literary Element Theme

Read aloud the Literary Element. Draw a two-column chart on the board with the heads *Stated Theme* and *Implied Theme*. Have students use the information in the student edition to complete the chart with clues. For example, write *writer tells me* below *Stated Theme*. List the five elements below *Implied Theme*.

Reading Skill Compare and Contrast

Read aloud the Reading Skill. Explain to students that if they are able to compare and contrast, it will help them better understand what they are reading. Provide an anecdote that they can relate to, such as: *Imagine you are picking out a new backpack for school. Both backpacks are the same price. Backpack A has enough space for all of your things, but it only comes in one color that you do not like. Backpack B looks really good, but it would only hold half of your books.* Prompt students to recognize that they are comparing and contrasting the backpacks to see how they are alike (*price*) and different (*size and color*). Explain to students that they can also compare and contrast the two poems they are about to read.

Connect to the Poems

Think about a time when you were sad or lonely. What do you do when you feel this way? Who or what helps you feel better? Draw a picture of the people or things that help you when life is hard.

Drawings will vary.

Literary Element Theme

A **theme** is a message about life. When the author tells you what the theme is, it is a **stated theme**. When you have to figure out the theme yourself, it is an **implied theme**.

To figure out the implied theme, look at the following elements for clues:

- > plot—story events
- > characters
- > setting—where and when events take place
- > point of view—who is telling the story
- > symbols—things that have deeper meanings

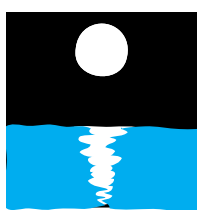
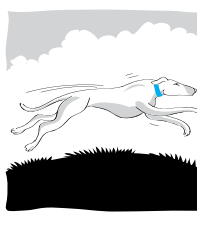
Reading Skill Compare and Contrast

When you **compare and contrast**, you look at how things are the same and how they are different.

As you read the two poems, ask yourself,

- > How are the speakers of the two poems alike? How are they different?
- > What theme, or message about life, does each poem express?

Talk with a partner about the pictures. Discuss how the pictures help you understand the words.

Content Vocabulary			
pedaling (pəḋ' əl ɪŋ) <i>v.</i> moving the pedals of something, especially a bicycle <i>Ramón was pedaling his bicycle very fast.</i> > Cognate (Spanish) pedalear 	panting (pant' ɪŋ) <i>v.</i> breathing quickly or with difficulty <i>She was panting after running a mile.</i> 	luminous (ləḋ' mə nəḥ) <i>adj.</i> bright <i>The full moon is luminous.</i> > Cognate (Spanish) luminoso(a) 	petals (pet' əlz) <i>n.</i> the parts of a flower that stick out from the center <i>Some flowers have very colorful petals.</i> 
wrinkled (rɪŋ' kəld) <i>adj.</i> folded or bunched; marked with folds <i>The shirt is dirty and wrinkled.</i> 	perplexed (pə' plekst') <i>adj.</i> confused; not sure <i>Ella looked perplexed when I asked her a question.</i> 	stride (strɪd) <i>n.</i> step <i>The big dog ran with a long stride.</i> 	balance (bal' əns) <i>v.</i> stay steady <i>I tried to balance on one leg.</i> 

For more practice, see page 247.

The Rider and I'll Walk the Tightrope

63

Vocabulary Routine

To introduce the vocabulary, read aloud the words and definitions in the student book and have students repeat after you. Discuss how the pictures illustrate the words or sentences. Then follow the vocabulary routine below.

Content Vocabulary

Define: When someone is **pedaling**, she is moving pedals with her feet. **Example:** Maria is *pedaling* her bicycle up the hill. **Ask:** Which would be easier, pedaling a bicycle uphill or downhill? **EXPLANATION**

When someone is **panting**, he or she is breathing quickly. *The dog is panting as it runs up the street.* How is *panting* like *breathing*? How is it different? **COMPARE AND CONTRAST**

A **luminous** light is one that is very bright. *The luminous flashlight helps us see in the dark.* What is an example of something else that can be luminous? **EXAMPLE**

Petals are the colorful part of a flower. *The petals of the roses are bright red.* What is another example of a flower with colorful petals? **EXAMPLE**

When something is **wrinkled**, it is bunched up. *The paper gets wrinkled when I squeeze it into a ball.* What is the opposite of *wrinkled*? **ANTONYM**

When someone is **perplexed**, he is confused. *The driver got lost. He is perplexed.* Describe a time you were perplexed about something. **DESCRIPTION**

A **stride** is a step. *The runner has a long stride.* When would it be good to have a long stride? **EXPLANATION**

When you **balance** on something, you stay steady. *When you balance a pencil on your finger, it does not fall off.* Give another example of something that shows balance. **EXAMPLE**

Vocabulary Practice

Have students complete the vocabulary practice activity on p. 247.

Phonics

Consonant Digraphs with /ng/

Tell students they are going to practice consonant digraph *ng*. Explain to students that in a digraph, two letters represent one sound. Ask students to find content vocabulary words with the consonant digraph *ng* at the end of the word (*pedaling*, *panting*). Slowly pronounce the words, and have students raise their hands when they hear /ng/. Then have students repeat the words.

Write the following words on the board that relate to the selection. Briefly explain their meanings, and have students pronounce them after you.

falling	floating	singing	skating	talking
---------	----------	---------	---------	---------

Interactive Question-Response

Comprehension Check

Ask students what they checked. **Ask:** *What is the speaker doing? (riding a bike) What two things is the speaker comparing? (riding a bike to rollerskating) What does the speaker hope will happen if she rides the bike fast? (She will forget about being lonely.)*

Content Vocabulary

Review the words *pedaling*, *panting*, *luminous*, and *petals*. Read aloud lines 6–8. **Ask:** *What was the speaker pedaling? (a bicycle) Have a student read lines 9–15. Ask: The poem says an emotion is “panting.” What emotion is it? (loneliness) Ask: What word on line 12 means shine? (luminous) Ask: What comes from the azaleas? (petals)*

To Sum Up

Beginning/Intermediate Have pairs reread the To Sum Up box on page 64 to decide what the theme of this poem is. Have them finish the sentence.

The speaker of the “The Rider” says that she hopes _____. (riding her bicycle will help her forget about being lonely)

Advanced/Advanced High

Ask: *How do you think the speaker in this poem feels at the end of the poem? Explain.*



Comprehension Check

What is the speaker doing?

Check one.

- ☐ She is rollerskating.
☒ She is riding her bicycle.
☐ She is floating on a cloud.

A boy told me
if he rollerskated fast enough
his loneliness couldn't catch up to him.

the best reason I ever heard
for trying to be a champion.

What I wonder tonight
pedaling hard down King William Street
is if it translates to bicycles.

A victory! To leave your loneliness
panting behind you on some street corner
while you float free into a cloud of sudden **azaleas**,¹
luminous pink petals that have never felt loneliness,
no matter how slowly they fell.

To Sum Up

- > A boy tells the speaker that rollerskating keeps him from feeling lonely.
- > The speaker is riding her bicycle down King William Street.
- > She wonders if riding her bicycle will keep her from feeling lonely, too.

1. **Azaleas** are flowering bushes.

Differentiated Instruction

Clarify the Text Help students understand the actions and emotions in the poem.

Beginning As these students read To Sum Up, discuss what roller-skating is. Draw a quick sketch on the board of a roller skate. Have students pantomime what roller-skating looks like. **Ask:** *Have you ever roller-skated? (yes/no)*

Intermediate Some students may not understand that the speaker is hoping that roller-skating and riding a bicycle are alike. Point out to students how upbeat the speaker is. **Ask:** *What are some words that are positive or happy? (victory, float, free, azaleas)*

Advanced/Advanced High **Ask:** *How do you think the speaker in this poem feels? Is she lonely or happy at the end of the poem? Explain.*

I'LL WALK THE TIGHTROPE

I'll walk the tightrope that's been stretched for me,
and though a wrinkled forehead, perplexed why,
will accompany me, I'll delicately
step along. For if I stop to sigh
at the earth-propped stride
of others, I will fall. I must balance high
without a parasol² to tide³
a faltering step, without a net below,
without a balance stick to guide.

2. A **parasol** is a small umbrella.

3. Here, **tide** means to "to help." Tightrope walkers sometimes use a parasol to help them balance.

REFLECT

Compare and Contrast

Compare and contrast the themes of the poems. How are they alike? How they are different? List one way the poems are alike. Then list one way they are different.

Possible answer: They are both about people who
focus on themselves. "The Rider" seems much
happier. The speaker in "I'll Walk the Tightrope" is
more serious.

PARTNERS

Talk about your answer with a partner. If you do not understand the question or are unsure about your answer, ask your partner for help. Answer any questions your partner asks.



Comparing Literature

What is the implied theme of this poem?

Don't worry about what
others do. Just focus on
yourself.

To Sum Up

- ▶ The speaker compares life to walking on a tightrope.
- ▶ Both activities require balance and courage.

I'll Walk the Tightrope

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The Rider and I'll Walk the Tightrope

Interactive Question-Response

Comparing Literature

If students have difficulty responding: **Model** *If a theme is implied, you have to figure it out. To figure it out, I need to look at the plot, the point of view, and the symbols. The plot of the poem is walking a tightrope. The point of view is the person walking on the tightrope. The "tightrope" could be a symbol that means something else.*

Ask: *What might the tightrope mean? (The tightrope could be a symbol for life.) How does the speaker walk the tightrope? (alone, carefully, delicately) How does the speaker keep from falling? (She keeps walking. She does not pay attention to others.) What does this say about life? (to keep going, to focus on yourself)*

Content Vocabulary

Remind students of the definitions for *wrinkled*, *perplexed*, *stride*, and *balance*. Have a student read aloud lines 1–6. **Ask:** *What was wrinkled? (the forehead)* **Ask:** *What is the speaker perplexed about? (why he is walking the tightrope)* Have a student read from line 4 beginning at the words "For if I stop. . ." and stopping at the end of the poem. **Ask:** *What did the speaker say he should not stop for? (the earth-propped stride of others)* **Ask:** *What must the speaker try to balance without? (a parasol)*

Reflect

Partner Talk Have students work in pairs to answer. To help students get started: **Model** *To answer this, I would think about the speakers in each poem. What is each speaker doing? What emotions does each speaker feel? Are they the same emotions or different? Then I think about themes of the poems. Are they the same or different?* Write the following sentence frame on the board to help students organize their thoughts:

Both poems talk about ____, but they are different because ____.

(Both poems talk about being alone, but they are different because the second one is more serious than the first.)

Fluency

Pacing Phrasing

Intermediate/Advanced Tell students that they will be doing a choral reading of the poem, "I'll Walk the Tightrope." Remind students to read in phrases or complete sentences for clarity and not word by word. Model the fluency skill as you read the text at a moderate tempo. Then have one student read a sentence. Have another student join in, and a third, and so on. When students reach the end of the passage, have pairs of students reread to each other. To assess individual fluency, use the Oral Reading Guidelines on page T13.

Beginning/Intermediate Have these students choral read only the first sentence of the poem. Before they begin, model the pronunciation of the text. Then have students practice reading the sentence in pairs before the choral reading.

Vocabulary Check

A. Beginning/Intermediate

Read the questions aloud. Encourage students to point to the picture that best fits the boldfaced word. They can answer with yes or no. Then turn the question into a statement and have students repeat as you point to the word and picture. For example: *Which person has balance? This person has balance.*

Vocabulary Check

A. Circle the picture that best answers the question.

1. Which picture shows something **luminous**?



2. Who is taking **strides**?



3. Which person has **balance**?

B. Check the sentence that is the best example of the word.

4. **panting**

- ☐ The dog was sleeping.
☒ The dog was breathing hard.

5. **perplexed**

- ☒ I did not understand the map.
☐ I followed the map to the museum.

6. **petals**

- ☐ The center of the flower is yellow.
☒ The outside parts of the flower are blue.

C. Read the words at the left. Think about the meaning of each word in the poems. Circle the word that has almost the same meaning.

- | | | | | |
|--------------------|-------------------|----------------|-----------|-----------|
| 7. pedaling | floating | <u>riding</u> | winning | believing |
| 8. wrinkled | burned | <u>bunched</u> | stirred | bored |
| 9. balance | <u>steadiness</u> | easiness | happiness | illness |

Grammar Link

Word Order of Adjectives

Prepare students to complete the activity master on page A10. Read the grammar instruction with students, and complete the first item with them to help them get started.

After You Read

The Rider



and



Comprehension Check

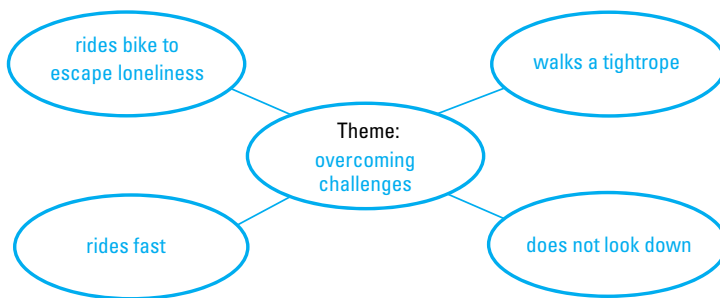
A. Complete the sentences about each poem.

1. In "The Rider," the speaker wants to get away from loneliness.
2. The speaker of "The Rider" imagines herself in a cloud of flower petals.
3. The speaker of "I Walk The Tightrope" does not look around because she will fall.
4. To stay up, the speaker of "I'll Walk The Tightrope" needs to be balanced or careful.

B. Think about the two poems. Then answer the questions.

5. What problem does the speaker of the first poem have? She feels lonely.
6. How does she solve her problem? She rides her bicycle until she doesn't feel lonely anymore.
7. What advice might the speaker of "The Rider" give the speaker of "I'll Walk the Tightrope"? Do something challenging when you have a problem.

C. The two poems have a similar theme: overcoming challenges. Complete the web below. Write details from each poem to show how the speaker deals with the problem.



The Rider and I'll Walk the Tightrope

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Comprehension Check

B. Intermediate Explain that students can compare and contrast the two poems to better understand their similar message, or theme. Encourage students to return to the text for details to include in the web. Tell students to look for clues to the theme, such as plot, setting, and point of view.

Writing Link

Paragraph

Have students list phrases that describe how it would feel to walk a tightrope. Ask students to think about whether life can really be compared to walking a tightrope. Then have students write a brief paragraph describing how life is or is not like walking a tightrope. Invite volunteers to read their paragraphs aloud.

After You Read

After Reading Have students complete the reading activity on page 247.

After You Read

TheRider

and

I'LL WALK THE TIGHTROPE

Write An Advice Column

Imagine that you write an advice column. Tell readers how to deal with problems in life. Write your advice below.

Dear Readers,

There are many ways that you can help yourself through life's challenges. You can _____

Possible answer: talk with friends

Sometimes a problem is not as bad as we think it is. When you have a problem, ask yourself _____

What is one small thing I can do to change this problem?

Remember the things you like to do and the people you enjoy. When you start to feel lonely or sad,

Possible answer: do something you enjoy

Finally, _____

Thanks for reading my column!

Your friend,

For more practice, see page 247.



7.8 Determine the figurative meaning of phrases and analyze how an author's use of language creates imagery, appeals to the senses, and suggests mood.

RC-7.C Reflect on understanding to monitor comprehension (e.g., creating sensory images).

Slam, Dunk, & Hook

by Yusef Komunyakaa

Slam, Dunk, & Hook

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Oral Language

Build Background

Read the title and author. Explain that students will read "Slam, Dunk, & Hook" by Yusef Komunyakaa, an author who won the Pulitzer Prize for Poetry in 1994. **Ask:** *Have you ever played basketball? (yes/no) When you picture a basketball game in your mind, what movements do you see? (jumping, running, dribbling, shooting)*

Talk About the Poem

Explain that this poem describes the movements of basketball players on the court.

Beginning **Ask:** Work with students to gesture shooting or dribbling a basketball.

Intermediate Have students think about how basketball players move. Ask them to think of animals that move in similar ways. Then have them finish this sentence:

A basketball player moves like a _____. (bird, deer, fish)

Advanced/Advanced High Some students will be familiar with basketball terms in the poem. Have them define these words in context: A *lay up* is when a player _____. A *hook* is when a player _____. (*A lay up is when a player makes a one-handed shot from near the hoop. A hook is when a player makes an arcing shot with the hand farthest from the hoop.*)

Lesson at a Glance

Oral Language

- Build Background
- Talk About the Poem

Vocabulary

- Content Vocabulary
- Academic Vocabulary

Phonics

- Consonant Clusters with /
- Short /u/

Literary Element

- Metaphor and Simile

Reading Strategy

- Visualize

Writing Link

- Summary

Grammar Link

- *While* and *When* with Past Time Clauses BLM



Technology

- Student Works™ Plus
- Teacher Works™ Plus
- Listening Library Audio CD
- Classroom Presentation Toolkit
- Glencoe Visual Vocabulary
- Skill Level Up!™ A Skill-Based Language Arts Game

Interactive Question-Response

Connect to the Poem

Read aloud Connect to the Poem. Reproduce the sentence starters on the board. **Model** *My favorite sport is soccer. This is my favorite because it's fast and I can run for a long time.* Model writing your response on the lines, and have volunteers suggest other responses. Then have individuals complete their own lists.

Literary Element Metaphor and Simile

Read aloud the Literary Element. Write this sentence on the board: *Chantal's face was as red as a tomato.* Draw arrows to connect face, red, tomato. Explain that this is a simile because it uses the word *as* to make a comparison. Then write this sentence on the board: *Chantal's face was a red tomato.* Tell students that this description is a metaphor. **Ask:** *How is the metaphor different from the simile? (The metaphor doesn't contain the word as.)*

Reading Strategy Visualize

Read aloud the Reading Strategy. Tell students that visualizing helps them understand more clearly what is happening in a poem. **Model** *If I read the words bug-eyed, lanky, and all hands & feet, I can visualize tall, skinny basketball players with their eyes wide open. I can see their hands and feet all over the place as they play.*

Slam, Dunk & Hook

Connect to the Poem

What is your favorite sport? On the lines below, list your favorite sport and why you like it.

My favorite sport or game is soccer
It is my favorite because:
I love to run.

Literary Element Metaphor and Simile

Metaphors and **similes** are two types of figurative language. Writers use figurative language to describe something.

A **simile** uses the words "like" or "as" to compare two things. For example, the simile, "Elena runs like the wind," compares the way Elena runs to the speed of the wind. A **metaphor** compares two things without using the words "like" or "as." For example, the metaphor, "the moon was a round, white dish," compares the moon to a dish.

As you read, ask yourself:

- > What do I learn from the comparison?
- > What do I learn about the story from the comparison?

Reading Strategy Visualize

You create pictures in your mind when you **visualize**. For example, you might read that a character is tall and skinny. Then you can see that character in your mind as you continue reading. Visualizing helps you understand and remember the text. As you read, try to

- > imagine what characters look like.
- > imagine what the setting looks like.
- > imagine the actions that take place.

Talk with a partner about the pictures. Discuss how the pictures help you understand the words.

Content Vocabulary			
poised (pōizd') <i>adj.</i> steady or balanced The man held the hammer poised over the nail. 	intention (in tent' shən) <i>n.</i> a plan to act in a certain way Jorge has the intention of washing the dishes. ➤ Cognate (Spanish) intención 	lanky (lang' kē) <i>adj.</i> tall, thin, and clumsy The lanky boy did not like to dance. 	rhythm (rith' əm) <i>n.</i> to a steady, repeating sound Amit dances to the rhythm of the drums. ➤ Cognate (Spanish) ritmo 
tangled (tang' gəld) <i>adj.</i> mixed up or twisted The cat was tangled in a long string of yarn. 	glistening (glis' ən' in) <i>v.</i> to shine or sparkle The glass was glistening after it was cleaned. 	glide (glīd') <i>v.</i> to move smoothly and easily Snakes glide across the grass on their stomachs. 	faith (fāth) <i>n.</i> belief or trust in something or someone Jin has faith that her friend will help her. ➤ Cognate (Spanish) fe 

For more practice, see page 350.

Slam, Dunk, & Hook

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Vocabulary Routine

To introduce the vocabulary, read aloud the words and definitions in the student book and have students repeat after you. Discuss how the pictures illustrate the words or sentences. Then follow the vocabulary routine below.

Content Vocabulary

Define: When you are **poised**, you are ready to do something. **Example:** The runner was *poised* to start the race. **Ask:** Describe a baseball player poised to throw the ball. **DESCRIPTION**

When you have an **intention**, you have a plan. *My intention is to go to sleep early tonight because I have a test tomorrow.* Why is this a good intention? **EXPLANATION**

A **lanky** person is tall and thin. *A lanky person probably has long legs.* Compare a lanky person to a short person. **COMPARE AND CONTRAST**

Rhythm refers to steady, repeating movements. *Your heart beats in a steady rhythm.* What else has a set rhythm? **EXAMPLE**

If something is **tangled**, it is twisted. *The computer cables were tangled behind the desk.* What is another way of saying tangled? **SYNONYM**

Something that is **glistening** is shining. *The white sand was glistening in the sun.* What else can you imagine glistening in the sun? **EXAMPLE**

To **glide** is to move smoothly. *A skater will glide across the ice.* What is the opposite of *glide*? **ANTONYM**

To have **faith** is to trust in something. *I have faith that it will rain soon.* Do you need proof before you can have faith? **EXPLANATION**

Vocabulary Practice Have students complete the vocabulary practice activity on p. 248.

Phonics

Consonant Clusters with /

Tell students they are going to practice consonant cluster *gl*. Explain to students that consonants are blended, but each consonant keeps its own sound. Ask students to find a content vocabulary word with the consonant cluster *gl* at the beginning of the word (*glistening*, *glide*). Slowly pronounce the word, and have students show one and two fingers, respectively, when they hear /g/ and /l/. Then have students say the word.

Write the following words on the board that relate to the poem. Briefly explain their meanings, and have students pronounce them after you.

glamour	glass	gleam	glimmer	gloss
---------	-------	-------	---------	-------

Interactive Question-Response

Literary Element Metaphor and Simile

Explain that *we could almost last forever, poised in midair like storybook sea monsters* is a simile.

Ask: What is being compared to a storybook sea monster? (we; basketball players)

Content Vocabulary

Remind students of the vocabulary words and definitions. Point out line 9. **Ask:** Are the players poised with their feet on or off the floor? (off the floor, in midair) Point out line 16. Ask students to name something they think is a good intention.

Model When I plan to drive my elderly neighbor to the grocery store, that is a good intention. **Ask:** Are the players lanky or short? (lanky) Point out line 17. **Ask:** What is something people try to do with rhythm? (dance) Point out line 20. **Ask:** If the players are tangled up, are their bodies twisted or are they standing in a row? (twisted)

Fast breaks are when players move too fast for someone to catch them.



Literary Element

Metaphor and Simile Underline a metaphor or simile that you see in the poem. Write the things that the metaphor or simile compares.

basketball players to sea

monsters

Corkscrew means “to move back and forth while twisting around.”

To Sum Up

- The speakers of the poem are basketball players.
- The players compare their moves on the court to flying in the air.
- The players compare their bodies to music.

Slam, Dunk, & Hook

Fast breaks. Lay ups. With Mercury’s¹

Insignia on our sneakers,

We outmaneuvered² the footwork

Of bad angels. Nothing but a hot

Swish of strings like silk

Ten feet out. In the roundhouse³

Labyrinth⁴ our bodies

Created, we could almost

Last forever, poised in midair

Like storybook sea monsters.

A high note hung there

A long second. Off

The rim. We’d **corkscrew**

Up & dunk balls that exploded

The skullcap of hope & good

Intention. Bug-eyed, lanky,

All hands & feet . . . sprung rhythm.

We were metaphysical⁵ when girls

Cheered on the sidelines.

Tangled up in a falling,

Muscles were a bright motor

Double-flashing to the metal hoop

Nailed to our oak.

1. **Mercury** is the name of a god in Roman mythology.

2. **Outmaneuvered** means “used smart movements to beat someone.”

3. **Roundhouse** describes a wide, swinging movement.

4. A **labyrinth** is a maze that is easy to get lost in.

5. Here, **metaphysical** means that the players seem to go into another world on the basketball court.

When Sonny Boy's mama died
 He played nonstop all day, so hard
 Our backboard splintered.
Glistening with sweat, we jibed⁶
 & rolled the ball off our
 Fingertips. Trouble
 Was there slapping a blackjack⁷
 Against an open palm.
 Dribble, drive to the inside, feint,⁸
 & glide like a sparrow hawk.
 Lay ups. Fast breaks.
 We had moves we didn't know
 We had. Our bodies spun
 On swivels of bone & faith,
 Through a lyric slipknot
 Of joy, & we knew we were
 Beautiful & dangerous.

6. **Jibed** means "moved from one side to another quickly."
 7. A **blackjack** is a small weapon covered in leather.
 8. To **feint** is to make a fake move in order to fool someone.

REFLECT

Visualize

Write a short description of the picture you see in your mind as you read about the basketball players on the court. Describe how they look, what they are wearing, and how they move.

I see a group of basketball players moving smoothly and fast. They're sweating. They are wearing shorts, shirts, and sneakers. A crowd watches.



Talk about your answer with a partner.



Comprehension Check

How does playing basketball help Sonny Boy?

It keeps him busy when

his mother dies.

To Sum Up

- ▶ Sonny Boy plays basketball all day. He plays because he is upset about his mother's death.
- ▶ Basketball makes the players' bodies stronger.
- ▶ Basketball helps them deal with life.

Slam, Dunk, & Hook

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Interactive Question-Response

Academic Vocabulary

Write the following sentence on the board: *Each member of a basketball team **contributes** to its success.* Explain to students that in this sentence, *contributes* means "has a part in a group's effort." **Ask:** *When have you contributed to a group's success? (I helped my baseball team win.) What did you contribute to the group? (I drove in two runs.)*

Comprehension Check

Ask students to share their answers. **Ask:** *Why do you think Sonny Boy played so hard that the backboard splintered? (He was upset because his mother died.)*

Reflect

Partner Talk Have students work in pairs to answer. To help students get started: **Model** / *see the basketball players. They are moving smoothly. They are sweating. Girls are cheering.*

Phonics

Short Vowel /u/

Tell students that they are going to practice saying, listening to, identifying, and writing words with the long *u* sound. Explain that the letter *u* can make both the short *u* sound, as in *mud* or *bus*, and the long *u* sound, as in *tuba* or *cube*. Ask students to find a word in this poem in which the letter *u* makes the short *u* sound (*up*). Slowly pronounce the word, and have students raise their hands when they hear the short *u* sound. Then have students say the word.

Ask students to find other words with a short *u* sound in the poem (*bug-eyed*, *spun*). Briefly explain their meanings, and have students repeat them.

Then instruct students to come up with three words with the short *u* sound on their own. Have them write one sentence using each of the words.

Vocabulary Check

A/B. Beginning and **Intermediate** If students have trouble responding: **Model** The first picture shows a tightrope walker with a pole. He has to maintain his balance. The second picture shows a thin basketball player. The third picture shows an airplane moving through the air.

Comprehension Check

A/B. Beginning and **Intermediate** Invite volunteers to suggest different reasons to play basketball, such as *exercise, have fun, compete, socialize, improve your game*. **Ask:** Which of these reasons apply to the poem? (*have fun, socialize*) Ask students to support their answers with examples from the text.

Writing Link

Summary

Have students write a one-paragraph summary of the game the speaker describes. Encourage them to include details about the players, and to return to the text for key words and phrases.

After Reading Have students complete the after reading activities on page 249.

Slam, Dunk & Hook

Vocabulary Check

A/B. Match the words from the word bank to the correct image.

glide

lanky

poised



1. poised



2. lanky



3. glide

C. Complete the sentences by choosing the best answer.

4. Objects that are **glistening** are c

- a. dull.
- b. painted.
- c. shined.

5. Things that are **tangled** together are a

- a. hard to pull apart.
- b. wet and slimy.
- c. set neatly into place.

Comprehension Check

A/B. Think about the reasons people play basketball in the poem. Then complete the web.



C. Think about the story. Then answer the questions.

1. What is basketball compared to in the lines "A high note hung there," and "All hands & feet . . . sprung rhythm"? music
2. What do you visualize when you read "Trouble/Was there slapping a blackjack/Against an open palm"? I see someone standing and looking threatening.

For more practice, see page 249.

Grammar Link

BLM

While and When with Past Time Clauses

Prepare students to complete the activity master on page A11. Read the grammar instruction with students, and complete the first item with them to help them get started

Oral Language

Build Background

Read the title and author. Explain that students will read "What Is a Knight?" by British author John Farman. **Ask:** *Can you tell me what a knight is? (yes/no) (Knights lived long ago in Europe. They were soldiers for kings.) What did a knight look like? (Knights wore armor. They rode on horses. They carried lances.)*

Talk About the Article

Explain that the selection tells what it was really like to be a knight.

Beginning **Ask:** *Have you ever worn a helmet or other clothing that protects you? (yes/no) Use gestures to help students understand putting on a bicycle helmet or other protective clothing.*

Intermediate Explain that kings used knights to get more land. Have students think what they would do with a lot of land.

If I had a lot of land, I would _____. (build a house, have a farm, rent it, make it an amusement park)

Advanced/Advanced High Encourage students to tell what they think of when they think of knights. **Model** *When I think of a knight I think of clanking armor, castles, and kings. Write down knight, and encourage students to add to the list.*

TX TEKS

7.9 Analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support understanding. Explain the difference between the theme of a literary work and the author's purpose in an expository text.

What Is a Knight?



by John Farman

What Is a Knight?

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Lesson at a Glance

Oral Language

- Build Background
- Talk About the Article

Vocabulary

- Selection Vocabulary
- Content Vocabulary
- Academic Vocabulary

Phonics

- R-Controlled Vowel /är/
- Long / /

Literary Element

- Author's Purpose

Reading Strategy

- Activate Prior Knowledge

Writing Link

- Fact Sheet

Fluency

- Expression and Intonation: Punctuation

Word Study

- Context Clues BLM

Grammar Link

- Using commas before *and*, *but*, and *or* BLM

BLM

BLM

Technology

- Student Works™ Plus
- Teacher Works™ Plus
- Listening Library Audio CD
- Classroom Presentation Toolkit
- Glencoe Visual Vocabulary
- Skill Level Up!™ A Skill-Based Language Arts Game



Interactive Question-Response

Connect to the Article

Read aloud the text. Reproduce the chart on the board. **Model** *I follow certain rules. For example, I look both ways before I cross the street. I do this because it keeps me safe.* Model writing your response in the chart, and have volunteers suggest other responses. Then have individuals fill in their own charts.

Literary Element Author's Purpose

Read aloud the Literary Element. As you read, write the bulleted reasons for writing on the board. Ask students to name examples of things they read that match each purpose. **Model** *In a newspaper, the front page is written to inform. The comics are written to entertain.*

Reading Strategy Activate Prior Knowledge

Read aloud the Reading Strategy. Tell students that if they are able to connect what they read to things they already know, it will help them understand what they are reading. **Model** *I know that before cars were invented, people traveled by horse. If I read a story and everyone in it travels by horse, then I know the story might take place before cars were invented.* Invite volunteers to share ways they have used prior knowledge.

Connect to the Article

Knights followed rules. You follow rules in school, at home, and in places like libraries and stores. List two rules that you follow every day. Why are these rules important to follow?

Rules I Follow	Why I Follow Them
<u>I look both ways before I cross the street.</u>	<u>You should look both ways before you</u>
<u>I treat others the way I want to be treated.</u>	<u>cross the street so you will be safe.</u>
	<u>You should treat others the way you want</u>
	<u>to be treated so everyone will get along.</u>

Literary Element Author's Purpose

An **author's purpose** is the reason an author writes a story, article, or other text. An author's purpose might be:

- > to inform
- > to persuade, or convince, readers
- > to entertain
- > to explain

An author might have more than one reason to write. As you read, look for clues about the author's purpose. Look at:

- > the words the author uses
- > the style of the writing

Reading Strategy Activate Prior Knowledge

When you **activate prior knowledge**, it helps you understand new information. It can help you predict what a section is about and what might happen next. To activate prior knowledge, think of what you already know about the topic. You might know about the topic from

- > television, movies, or the Internet
- > another book or article
- > something you learned in school

Selection Vocabulary Practice saying the words with a partner.

excess (ek' ses) *adj.* more than what is needed
We gave away the **excess** food after our big party.

> Cognate (Spanish) **exceso**

chivalry (shiv' əl rē) *n.* the rules that knights followed
The knight acted with **chivalry** when he told the truth.

suppresses (sə pres' es) *v.* stops or holds back
Tom **suppresses** his laughter when he is in class.

Content Vocabulary

armor (är' mər) *n.* metal clothing used in battle
His **armor** protected him during the fight.
> Cognate (Spanish) **armadura**



tournaments (toor' nə mants) *n.* series of contests between two or more people
Loc played chess in many **tournaments**.



soldiers (söl' jəz) *n.* people who fight in wars and belong to armies
The **soldiers** got their weapons ready for the battle.
> Cognate (Spanish) **soldado(s)**



pledged (plejd) *v.* promised
The babysitter **pledged** to care for the children.



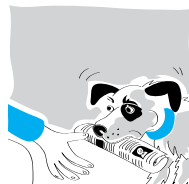
sword (sôrd) *n.* a weapon with a long, sharp, metal blade
Lars strapped his **sword** around his waist.



defends (di' fendz) *v.* keeps safe from danger
The police officer **defends** the city from crime.
> Cognate (Spanish) **defender**



loyal (loi' əl) *adj.* faithful to a person or cause
The dog was **loyal** to its owner.



professional (prə fesh' ən əl) *adj.* paid to do a job
We saw a concert by a **professional** singer.
> Cognate (Spanish) **profesional**



For more practice, see page 250.

What Is a Knight?

77

Phonics

R-Controlled Vowels /är/

Tell students they are going to practice *r*-controlled vowels. Tell them that vowels often have a slightly different sound when they are followed by the letter *r*. Ask students to find a vocabulary word with the letter *a* followed by the letter *r* (*armor*). Slowly pronounce the word, and have students raise a hand when they hear the sound /är/. Then have students find words with *ar* on p. 82 (*regard*) and p. 84 (*army*). Briefly explain their meanings, and have students repeat them.

Vocabulary Routine

To introduce the vocabulary, read aloud the words and definitions in the student book and have students repeat after you. Discuss how the pictures illustrate the words or sentences. Then follow the vocabulary routine below.

Selection Vocabulary

Define: When you have an **excess** of something, you have more than you need. **Example:** I need another closet for my **excess** clothes. **Ask:** What could you do with excess paper? **EXPLANATION**

Chivalry told knights how to act. *A knight follows the rules of chivalry when he saves someone from danger.* Describe how a knight could show chivalry to another knight. **DESCRIPTION**

When a person **suppresses** a feeling, he or she keeps it inside. *Ramon suppresses his tears so his little sister will not know he is sad.* When might you suppress a yawn? **EXAMPLE**

Content Vocabulary

Clothing that protects your body is called **armor**. *Knights wear metal armor to protect themselves in battle.* What else can protect you like armor? **SYNONYM**

Tournaments are a series of contests between two or more people. *My cousin and I played in ping-pong tournaments.* How are the words **tournaments** and **races** the same? How are they different? **COMPARE AND CONTRAST**

The army is made up of **soldiers**. *Thousands of soldiers fought in the war.* What is the job of a soldier? **EXPLANATION**

If you **pledged** something, you promised it. *The taxi driver pledged to get me to the airport on time.* What have you pledged? **EXAMPLE**

Continue the process with *sword*, *defends*, *loyal*, and *professional*.

Vocabulary

Have students complete the vocabulary practice activity on p. 250.

Interactive Question-Response

Content Vocabulary

Read aloud the word and definition of *armor*.

Ask: *When would you wear armor? (when you are going to fight in a battle)* Read aloud the word and definition of *tournaments*. **Ask:** *What is one kind of tournament? (soccer, basketball)* Read aloud the word and definition of *soldiers*. **Ask:** *How were knights like modern-day soldiers? (both were paid to fight for their leaders)*

Literary Element Author's Purpose

If students have difficulty responding: **Model** *The author describes knights as "rich guys tearing around," and refers to "excess dragons." This language seems happy. Ask: Which author's purpose would use happy language?*

armor (är' mər) *n.* metal clothing used in battle



tournaments (toor' nə ments) *n.* series of contests between two or more people



Literary Element

Author's Purpose Reread the text in the first box. What is the author's main purpose? Check one.

- ☒ to entertain
- ☐ to inform
- ☐ to persuade

soldiers (söl' jərz) *n.* people who fight in wars and belong to armies



To Sum Up

- Knights were paid to fight for a lord or king.
- Knights had strict rules.

78

What Is a Knight?



Everyone thinks they know about knights: rich guys in flashy armor tearing around the countryside, killing **excess** dragons, rescuing damsels¹ trapped in towers, and knocking each other off of horses with long poles at special tournaments! I wanted to find out all the stuff we don't know. Like, where did knights buy their armor? How much did it cost? How easy was it to move, let alone fight, covered from head to foot in metal? What did they get paid fighting for the king? What did they eat? Where—and with whom—did they live? Were they really the brave, noble guys we are led to believe, or were some wimpy, cowardly, and dishonest? I'm going to try to tell you what knights were really like—warts and all—and what it was like to be one.

Career Knights

The first thing to remember is that knights were the very first mercenaries (paid soldiers). They were paid, usually with large plots of land, to fight for their lord or king.

The second thing to remember is that they were supposed to conduct themselves according to a strict code of behavior. This was called **chivalry**.

Vocabulary

excess (ek' ses) *adj.* more than what is needed
chivalry (shiv' əl rē) *n.* the rules that knights followed

1. **Damsels** are young, unmarried women from royal families.

Differentiated Instruction

Clarify the Text Help students understand the author's purpose in this article.

Beginning Read aloud the second bullet in the To Sum Up box. **Ask:** *What do you think you will learn in this article? (the rules knights had to follow)*

Intermediate Read aloud the last sentence of the first paragraph as students follow along. Help students understand the phrase "warts and all." *(The author is going to tell both the good things and the bad things about being a knight.)*

Advanced/Advanced High After students read the first paragraph, have them summarize what the article is going to tell them.

Note Taking

Reread the text on the left. Then record your answers to the items below.

1. The most interesting word on this page is _____
because _____.
2. One word that I didn't know on this page is _____.
It means _____.
3. One thing I read on this page that I already knew is _____.
4. One thing I learned on this page that I didn't know is _____.
5. Recap, or write in your own words, what you learned by reading this page.

6. Summarize below what you've recorded.

Most Interesting Word	New Word	One Thing I Already Knew	One Thing I Learned

Note Taking

To help students get started, you might want to model your thinking process for completing one of the items.

Phonics

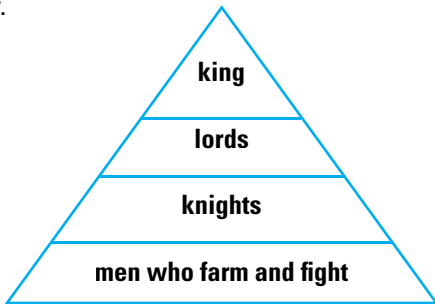
Long Vowel /ī/

Tell students that they are going to practice saying, listening to, identifying, and writing words with the long *i* sound. Explain that the letter *i* can make both the short *i* sound, as in *sit* or *hip*, and the long *i* sound, as in *bike* or *nine*. Ask students to find a word on page 78 in which the letter *i* makes the long *i* sound (*knight*, *fight*, or *guys*). Slowly pronounce the word, and have students raise their hands when they hear the long *i* sound. Then have students say the word. Remind students that the long *i* sound can also be spelled *y* or *i_e* as well as *igh*. Have students find other examples of the long *i* sound in the selection using the *y* or *igh* spelling. Then instruct students to come up with three words with the long *i* sound on their own. Have them write one sentence using each of the words.

Interactive Question-Response

Background Information

Read aloud the note. Ask students to think about how the feudal system was set up. Demonstrate by drawing a pyramid diagram, such as the one below.



Content Vocabulary

Read aloud the word and definition of *pledged*. Have students think about the kinds of things people pledge to each other. **Ask:** *What do you think kings pledged to knights? (land)*

Comprehension Check

Ask students to share what they underlined in the text. **Ask:** *Were knights the only people who fought? (No, each knight had men who fought for him.)*

Academic Vocabulary

Explain to students that when something **benefits** you, it does something good for you. The feudal system *benefited* barons, earls, and knights. Copy the chart below on the board. Invite volunteers to give examples of ways people benefited from the feudal system.

Person	How They Benefited
barons and earls	(received land)
knights	(received land)
king	(received armies to protect the country)

Background Information

The **feudal system** was the way people in Europe lived long ago.

- Kings gave land to lords.
- The lords gave land to knights.
- The knights let men farm the land.
- In return, the knights used the men to fight for the lords.

pledged (plejd) v. promised



Comprehension Check

Reread the boxed text at the top of the page. Underline the words that tell how the feudal system helped the king.

To Sum Up

- Knights helped kings and lords find men to fight wars.
- Only sons of knights could be knights.
- Older knights taught boys how to be knights.

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Last and most important, the knights were part of a way of life, called the **feudal system**, that existed in Europe. Basically the feudal system helped a king obtain thousands of men for the wars he always fought. His barons and earls, in exchange for vast areas of land, **pledged** to provide armies on request. These barons and earls gave smaller parcels² of their land to knights who, in return, promised to supply men (peasants) to do the fighting. In return for doing this, the knight assigned these peasants much smaller pieces of land to provide food for their families—and the knight's family.

How to Be a Knight

But who got to be a knight? For starters, before you get too excited, you had to be the son of a knight. Around the age of twelve, you went to another knight's house to learn how to knight—so to speak. The knight in question started you off as a page (young attendant) and then as a personal servant, called a squire. This duty involved grooming his horses, polishing his armor, and even serving him his breakfast, lunch, and dinner. In return he taught you how to ride horses and fight at the same time, as well as the code of chivalry as mentioned above.

Knight Time

Eventually, when the knight in charge of you decided you were ready, it was time for the big day. First you took a special bath in holy water and said prayers and stuff. Then you had to put on an outfit of white clothes and pray all night in front of your nice new armor as it sat on the altar. Just like Christmas, you weren't allowed to touch it until

2. **Parcels** are small pieces of land.

Word Study

BLM

Context Clues

Tell students that one way to figure out the meaning of an unfamiliar word is to closely read the words and phrases that surround it. These words and phrases create context. Context gives clues, or hints, about what the unfamiliar word means. Explain that there are several kinds of context clues. For example, a writer may provide a synonym or a definition of a word. The writer may also provide an explanation that helps the reader understand the word's meaning. Read aloud the second paragraph of the selection as students follow along in their books. **Model** *The word squire as it is used here is unfamiliar to me. The sentence includes the phrase "personal servant, called a squire." That gives me an idea of what a squire's job is.* Prepare students to complete the activity on page A12.

Note Taking

Reread the text on the left. Then record your answers to the items below.

- 1. The most interesting word on this page is _____
because _____ .
- 2. One word that I didn't know on this page is _____ .
It means _____ .
- 3. One thing I read on this page that I already knew is _____ .
- 4. One thing I learned on this page that I didn't know is _____ .
- 5. Recap, or write in your own words, what you learned by reading this page.

6. Summarize below what you've recorded.

Most Interesting Word	New Word	One Thing I Already Knew	One Thing I Learned

Note Taking

To help students get started, you might want to model your thinking process for completing one of the items.

Interactive Question-Response

Content Vocabulary

Read aloud the word and definition of *sword*.

Ask: *Do soldiers today use swords? (yes/no)*

Read aloud the word and definition of *defends*.

Ask: *Who might defend a house against burglars? (a dog)* Read aloud the word and definition of *loyal*. Point out that a knight was loyal to the king. **Ask:** *Why did a knight have to be loyal to the king? (The king gave him his land.)*

To Sum Up

Beginning/Intermediate Have students work in pairs to reread all the To Sum Up statements from pages 78 through 82. Then have students decide together which three facts about knights are the most interesting. Provide the following sentence frame for students to complete.

I think the most interesting facts are ____, ____, and ____.

(I think the most interesting facts are that only sons of knights can become knights, that knights follow many rules, and that knights find men for the king's army.)

sword (sôrd) *n.* a weapon with a long, sharp, metal blade



defends (dî' fendz) *v.* keeps safe from danger



loyal (loi' əl) *adj.* faithful to a person or cause



To Sum Up

- Chivalry was a set of rules for knights.
- A knight defended people.
- He also defended the Catholic Church.

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morning. After all of your relatives and friends had arrived at the church, you put on your armor while the priest blessed it and you. That done, another knight gave you a whack on the shoulder with the flat (hopefully) part of his sword and presto, you became a full-fledged knight.

Knights' Rules

The whole idea of how a knight should behave went under the general term of "chivalry." (Chivalry comes from *chevalerie*, the old French word for soldiers on horses.) Every knight was supposed to be bound by the rules of chivalry, which were as follows:

1. A knight never tells lies.
2. He defends the Catholic Church (headed by the pope).
3. He defends the weak, **suppresses** the wicked, and honors God with noble acts (juggling? acrobatics?).
4. He is brave and loyal in defense of the knight who knighted him and that knight's lady.
5. Women (read "wealthy women") are held in high regard³ (even though they had no legal rights or power).
6. The object in battle is always to capture the enemy, not to kill him.
7. Knights never fight during the pre-Easter period of Lent and even get a couple of days off at Christmas.
8. If a nobleman is captured, he has to be treated according to his rank.

Vocabulary

suppresses (sə pres' es) *v.* stops or holds back

3. **Regard** is a feeling of respect.

Differentiated Instruction

Clarify the Text Help students understand the rules of chivalry.

Beginning Read aloud the To Sum Up box. **Ask:** *What are two things that knights had to do? (defend people and defend the church)*

Intermediate Have partners read aloud the first four rules on page 82. Explain that these rules are meant to ensure that knights act respectfully. Have students complete the sentence, *A knight acts with respect when he ____.*

Advanced/Advanced High Have students reread the eight rules of chivalry. Explain that *honor* means "deserving respect." **Ask:** *How do these rules help a knight act with honor? (Knights are supposed to tell the truth and take care of others.)*

Note Taking

Reread the text on the left. Then record your answers to the items below.

- 1. The most interesting word on this page is _____
because _____.
- 2. One word that I didn't know on this page is _____.
It means _____.
- 3. One thing I read on this page that I already knew is _____.
- 4. One thing I learned on this page that I didn't know is _____.
- 5. Recap, or write in your own words, what you learned by reading this page.

- 6. Summarize below what you've recorded.

Most Interesting Word	New Word	One Thing I Already Knew	One Thing I Learned

Note Taking

To help students get started, you might want to model your thinking process for completing one of the items.

Interactive Question-Response

Literary Element Author's Purpose

If students have difficulty responding: **Model** *I know the author's purpose is to inform. This means he is going to give me facts about something. I am probably going to learn information I did not know before.* **Ask:** *What does the author want me to learn?*

Reflect

Partner Talk Have students work in pairs to answer. To help students get started: **Model** *To answer this, I would think about shows, books or stories that I know. Then I would ask myself: Which ones had knights in them? What did the knights look like? What did the knights do?* Write the following sentence frame on the board to help students organize their thoughts.

I know about knights from ____.
I learned that knights were ____.
The knights in the article are ____.

(I know about knights from a movie. I learned that knights were brave and followed a code of honor. The knights in the article are like that. They follow rules that are like a code of honor.)

You don't need a sledgehammer to crack a walnut means "you don't need a complicated answer for a little problem."



Literary Element

Author's Purpose Reread the boxed text. The author's purpose in this part of the article is to inform. Underline the words that show the author's purpose.

To Sum Up

- ▶ A king decided how many men he needed.
- ▶ The king told his lords to build an army.
- ▶ Then the knights found men for the army.

For Instance

⁸⁰ In 1356 the Black Prince (Prince Edward of England) captured the king of France, John II, at Poitiers. The prince actually served the king at his own table and kept him in the most luxurious⁴ prison that London, the capital of England, could offer.

How to Build a Feudal Army

First of all, knowing that he had to get an army together for a specific battle, a king first decided how many soldiers he needed (give or take a hundred). On the principle that **you don't need a sledgehammer to crack a walnut**, there ⁹⁰ was no point calling up 5,000 men to stop a brawl. After sizing up the battle, the king put the word out to all his earls and lords. They, in turn, supplied men in proportion to their quota⁵ (which depended on how much land they'd received in the first place). Clear so far?

⁴ Here, *luxurious* means "very comfortable."

⁵ Here, *in proportion to their quota* means "the knights gave the king the number of men he wanted."

REFLECT

Activate Prior Knowledge

What did you already know about knights before you read this article? Think about what you have read, seen on TV or in movies, or learned in school. List where you have seen or read about knights before. Are the knights in the text like you thought they would be? Explain.

Possible answer: I saw a movie about knights. The
knights are like I thought they would be because
they dressed and acted the same way the article
describes.



Talk about your answer with a partner.

Fluency

Expression and Intonation: Punctuation

Intermediate/Advanced Tell students that they will be doing a choral reading of the boxed text on page 84. Remind students to use correct expression when they come to a question mark or an exclamation point. Model the fluency skill as you read the text at a moderate tempo. Then have one student read a sentence. Have another student join in, and a third, and so on. When students read the end of the passage, have pairs of students reread to each other. To assess individual fluency, use the Oral Reading Guidelines on page T13.

Beginning/Intermediate Have these students choral read only the first two sentences of the passage. Before they begin, model the pronunciation of the text. Then have students practice reading the paragraph in pairs before the choral reading.

Note Taking

Reread the text on the left. Then record your answers to the items below.

- 1. The most interesting word on this page is _____
because _____ .
- 2. One word that I didn't know on this page is _____ .
It means _____ .
- 3. One thing I read on this page that I already knew is _____ .
- 4. One thing I learned on this page that I didn't know is _____ .
- 5. Recap, or write in your own words, what you learned by reading this page.

6. Summarize below what you've recorded.

Most Interesting Word	New Word	One Thing I Already Knew	One Thing I Learned

Note Taking

To help students get started, you might want to model your thinking process for completing one of the items.

Interactive Question-Response

Content Vocabulary

Read aloud the word and definition of *professional*. **Ask:** *Is a teacher a professional? (yes) How do you know? (Teachers get paid to do their job.) Is a student a professional? (no) Why not? (Students don't get paid.)*

To Sum Up

Beginning/Intermediate Have students work in pairs to read the To Sum Up box on this page.
Ask: *What happens if a knight does not want to fight?* Give students the following sentence frame to complete:

If a knight does not want to fight, he can ____.

(If a knight does not want to fight, he can pay the king.)

professional (prə fesh' ən əl) *adj.*
paid to do a job



To Sum Up

- Knights paid the king if they did not want to fight.
- The king used the money to pay other men.
- Knights could earn a lot of money.

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The earl then called on the knights to whom he had given land (fiefs) and told them how many men he needed. If there were enough soldiers available, many of these knights opted⁶ to pay scutage (tax that allowed them to buy their way out of fighting). With this kind of income, the king

100 could buy the better services of professional soldiers!¹¹ This was the beginning of armies as we know them today. (Earls, by the way, couldn't buy their way out of their own duty to fight—unless deemed too old, too young, too feeble, or too crazy.) If the battle or siege⁷ went on for more than the free initial forty days, the king paid the knights and soldiers wages. Earls, naturally, were expected to do it for nothing.

The armies often found themselves in interesting situations. In the wars of 1294 between the English king Edward I and the Welsh rebels,⁸ the earl of Lancaster, who 110 lorded over 263 knightly fiefs, turned up to fight for the king with only fifty men. The earl of Norfolk, who also had 263 fiefs, pitched in with only twenty-eight men, and the greatest baron of Devon, Hugh Courtney, with 92 fiefs, only managed twelve men—and so on. This wasn't a problem. The king received a lot of scutage money from those who preferred to pay up rather than go to war. The king could then distribute all the extra cash to the knights who'd showed up with their fair share of soldiers.

In the case of these Welsh wars, the campaign⁹ 120 continued well over the forty days, meaning that the king ran out of the old scutage money fairly quickly. This is where being able to jack up the taxation of the whole population becomes so convenient. Anyway, it all worked out just fine in the end (if you weren't Welsh).

6. **Opted** means "chose."

7. A **siege** is an attack.

8. **Rebels** are people who fight against a king or ruler.

9. Here, a **campaign** is a particular fight or battle.

Oral Assessment

Provide the following prompts to one student at a time. Observe students' responses. See the Oral Assessment Rubric on page T14 to determine students' levels of language output.

1. What were some of the rules a knight had to follow?
2. Who could become a knight?
3. What were the steps to becoming a knight?
4. How did knights help kings?
5. How did kings help knights?

Note Taking

Reread the text on the left. Then record your answers to the items below.

- 1. The most interesting word on this page is _____
because _____.
- 2. One word that I didn't know on this page is _____
It means _____.
- 3. One thing I read on this page that I already knew is _____.
- 4. One thing I learned on this page that I didn't know is _____.
- 5. Recap, or write in your own words, what you learned by reading this page.

6. Summarize below what you've recorded.

Most Interesting Word	New Word	One Thing I Already Knew	One Thing I Learned

Note Taking

To help students get started, you might want to model your thinking process for completing one of the items.

Comprehension Check

B. Intermediate

Review the directions for the first exercise. Explain that each phrase completes only one sentence. Encourage students to return to the To Sum Up boxes. **Model** *The first sentence begins "Knights promise barons and earls..." If I look back at the To Sum Up box on page 80, it tells me "Knights helped king and lords find men to fight wars." So I want to find a phrase in the word bank that says something similar.*

Writing Link

Fact Sheet

Explain to students that a fact sheet is a short, easy-to-read summary of key information about a subject. Have students work in small groups to prepare a fact sheet about the article. Write the following guidelines on the board.

- Your readers: seventh graders who have not read "What Is a Knight?"
- Your purpose: to inform other students about what a knight is. Give only the most important facts. Do not include opinions.
- Your format: Make a bulleted list of facts. Do not write in paragraphs.
- The length: one page.

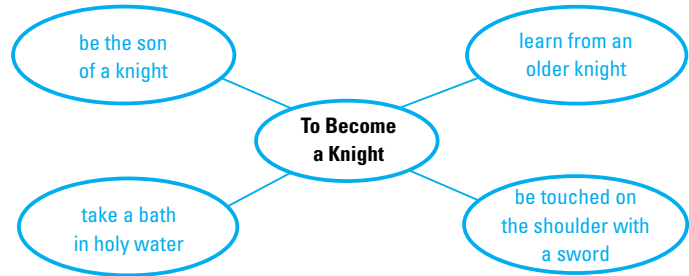
After Reading Have students complete the after reading activities on pages 251–252.

After You Read



Comprehension Check

A. How did people become knights? List four things that a person needed to be or do to become a knight.



B. Complete each sentence with the correct phrase.

small parcels of land, the weak, tell lies

pay the king money men to fight in their armies

1. Knights promise barons and earls men to fight in their armies.
2. Knights must defend the weak.
3. Knights promise peasants small parcels of land.
4. Knights must never tell lies.
5. Knights can fight for the king or pay the king money.

C. Think about the selection. Then complete the paragraph.

The author's purpose for writing this article is to inform readers about knights by giving facts about knights. He also wants to entertain by giving facts that will make readers laugh. The author wants to know the truth about who knights were in history. One truth that the author states is that knights fought to do good and to get paid.

For more practice, see pages 251–252.

Grammar Link

BLM

Using Commas Before *and*, *but*, and *or*

Prepare students to complete the activity master on page A13. Read the grammar instruction with students, and complete the first item with them to help them get started.



7.12.A-B Understand how to glean and use information in procedural texts and documents; follow multi-dimensional instructions from text to complete a task, solve a problem, or perform procedures; and explain the function of the graphical components of a text.

XINGTON AV

FUNCTIONAL DOCUMENTS:

Schedules, Web Pages, and Maps

Oral Language

Build Background

Tell students that *functional documents* are pieces of writing that people use for a certain purpose. *Function* means “purpose” or “use.” Explain to students that a *document* is an important piece of paper. **Ask:** *What is the function of a dishwasher? (to wash dishes) What is a document you use to get in and out of the country? (a passport)*

Talk About the Functional Documents

Explain to students that these documents help people use trains or find seats at an arena.

Beginning Ask about a time students went on a train, plane, or bus. **Ask:** *Was it easy or hard to do? (easy/hard) Why? (It was hard to find the right train.)*

Intermediate Explain how schedules and maps help people. **Model** *Once when I was a child, my father got to the airport late. My dad was upset until I read the schedule on the TV screen. Our flight was late!* Ask students to think of other ways schedules or maps could be helpful.

Advanced/Advanced High Point out that this map is from the Web site of a sports arena. You click on a section to buy a ticket in that section. **Ask:** *Would you rather sit in Section A or Section M? Why? (Section A, because it is closer to the court.)*

Functional Documents

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Lesson at a Glance

Oral Language

- Build Background
- Talk About the Short Story

Vocabulary

- Selection Vocabulary
- Content Vocabulary

Phonics

- Alternate Consonant Sound /k/

Reading Strategy

- Skim and Scan

Writing Link

- Fact Sheet

Technology

- Student Works™ Plus
- Teacher Works™ Plus
- Listening Library Audio CD
- Classroom Presentation Toolkit
- Glencoe Visual Vocabulary
- Skill Level Up!™ A Skill Based Language Arts Game

Connect to the Functional Documents

Read aloud Connect to the Functional Documents. Reproduce the web on the board.

Model *I would like to go to the museum. First I will have to find which bus goes to the museum, so I will need a bus map. Then I will need to find out when the museum is open so I will need a museum schedule. Ask: What else will I need? (I will need a map of the museum to find my way around.)* Have volunteers suggest other responses. Then have individuals fill in their own webs.

Have students look around the classroom and see how many functional documents they can identify, such as posters, signs, or brochures. Have volunteers choose one or two classroom documents and describe to the class how they are functional.

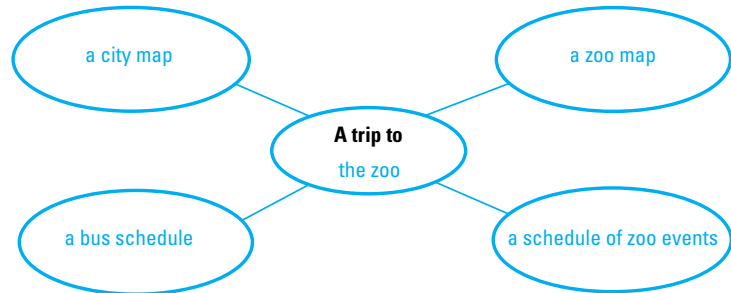
Reading Strategy Skim and Scan

Read aloud the Reading Strategy. Explain that it is important to skim and scan functional documents to find the information you need. **Ask:** *Why would you skim a train schedule? (to make sure it tells about the train and day that I need)* **Ask:** *Why would you scan a map? (to find a specific location on the map)*

Connect to the Functional Documents

Think about a time when you went on a trip. Did you travel by car, train, or plane? What information did you need? How did you find that information?

With a partner, talk about your trip. Write your destination in the center oval. Then list any functional documents, such as maps and schedules, that you needed in the outer ovals.



Reading Strategy Skim and Scan

When you **skim** a document, you look through it very quickly to get an idea of what the document is about. To skim

- look for headings, captions, bold print, italics, and key words that will help you understand the main idea.
- pay attention to how the document is organized. For example, if a train schedule is organized by time, you can find what you need by looking at the list of times.

When you **scan**, you read to find specific information, such as the time your train leaves. To scan:

- know what you are looking for.
- think of key words that will help you find the information you need.

Selection Vocabulary Practice saying the words with a partner.

accommodations (ə kom' ə dā' shənz) *n.* seats, beds, and other physical comforts
The **accommodations** in the movie theater include seats that lean back.

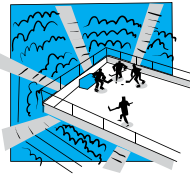
configurations (kən fig' yə rā' shənz) *n.* an arrangement of parts
Lila made the seating **configurations** for each room of the house.
➤ Cognate (Spanish) **configuraciones**

Content Vocabulary

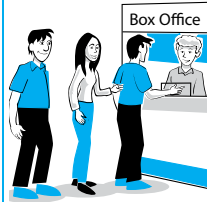
schedule (skej' ool) *n.* a list of times when things will happen
Our **schedule** includes a concert on Saturday night.



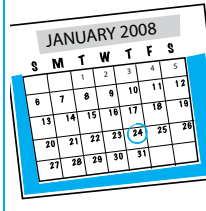
arena (ə rē' nə) *n.* an enclosed area used for public entertainment
Every seat in the **arena** is filled for the game.



box office (bäks' ä' fəs) *n.* a place where you can buy tickets
We will buy tickets when the **box office** opens.



calendar (kal' ən dər) *n.* a list of dates and events that are planned
We check the **calendar** to see when the band plays.



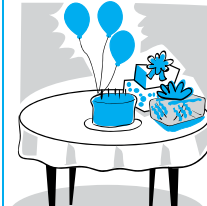
opportunities (op' ər too' nə tēz) *n.* chances to do something
The new restaurant offered many job **opportunities**.
➤ Cognate (Spanish) **oportunidades**



concert (kon' sər)t) *n.* a show put on by musicians
The band played great songs at the **concert**.
➤ Cognate (Spanish) **concierto**



section (sek' shən) *n.* one part of something divided in parts
We reserved a **section** of the restaurant for Marian's birthday.
➤ Cognate (Spanish) **sección**.



purchase (pur' chās) *v.* to buy something
We will **purchase** three tickets for the show.



For more practice, see page 253.

Vocabulary Routine

To introduce the vocabulary, read aloud the words and definitions in the student book and have students repeat after you. Discuss how the pictures illustrate the words or sentences. Then follow the vocabulary routine below.

Selection Vocabulary

Define: Places where people can sit and rest are kinds of **accommodations**. **Example:** The accommodations in the hotel included large rooms. **Ask:** What are other examples of accommodations? **EXAMPLE**

Configurations are the way things are arranged or ordered. *We changed the configurations of the tables to form a circle around the stage.* What are the seating configurations in your classroom and cafeteria? **DESCRIPTION**

Content Vocabulary

A **schedule** is a list of times when things happen. *I looked at the movie schedule to see if there was a showing before 1 PM.* What is another example of something that uses a schedule? **EXAMPLE**

An indoor sport is played in an **arena**. *The city wanted to build a new arena for its basketball team.* What other events might happen in an arena? **EXAMPLE**

You buy tickets for an event at a **box office**. *The box office ran out of tickets.* Describe what a box office might look like. **DESCRIPTION**

A **calendar** is a group of dates or a list of events. *I have a calendar for the month of December.* How might a calendar help people? **EXPLANATION**

Opportunities are when there is a possibility of good things happening. *Anton will have many opportunities to learn in school.* How are opportunities like chances? **SYNONYM**

Continue the process with **concert**, **section**, and **purchase**.

Vocabulary Practice Have students complete the vocabulary practice activity on p. 253.

Phonics

Alternate Consonant Sound /k/

Tell students they are going to practice the consonant sound /k/ spelled with the letter *c*. Ask students to find vocabulary words with a letter *c* that makes the /k/ sound (*accommodations, configurations, calendar, concert, section*). Slowly pronounce the words and have students raise their hands when they hear the /k/ sound spelled with the letter *c*. Then have students say the word.

Write the following words on the board that relate to the selection. Briefly explain their meanings and have students pronounce them after you.

across

cartoon

carve

decay

icon

FUNCTIONAL DOCUMENTS:

Schedules, Web Pages, and Maps

Interactive Question-Response

Content Vocabulary

Remind students of the definition of *schedule*.

Ask: How do you know this is a schedule? (It shows times when the train leaves and gets places.) Point out the times and places on the train schedule.

Comprehension Check

If students have difficulty responding: **Model** The best way to read a schedule is to look at the headings on the top. Notice how the headings at the top list station names and times. **Ask:** If I needed to be at Fox Ridge by 2:45, what time would I have to get onto a train at Oakwood? Point out how to use the headings to find information on the train schedule.



Comprehension Check

What does this schedule show? What can you use it for?

It shows when trains

arrive and leave station

#317 on Sundays. I can

use it to figure out when

my train leaves and what

time it will arrive at

my stop.

To Sum Up

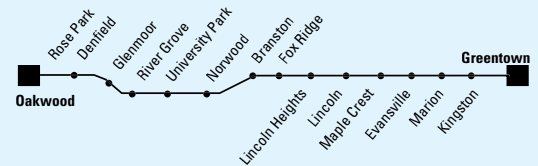
- This train schedule tells you what time the train will be at each station.
- It also shows you a map of where all the stops are.

Understand Schedules Schedules help you find information quickly. Think about when and why someone might use this schedule.

Train Schedule

#317 Oakwood - Greentown Line

Sunday							
Stations	AM	AM	AM	PM	PM	PM	PM
Oakwood	LV: 7:05	9:05	10:05	2:05	5:05	7:05	10:05
Rose Park	7:13	9:13	10:13	2:13	5:13	7:13	10:13
Denfield	7:17	9:17	10:17	2:17	5:17	7:17	10:17
Glenmoor	7:21	9:21	10:21	2:21	5:21	7:21	10:21
River Grove	7:24	9:24	10:24	2:24	5:24	7:24	10:24
University Park	7:27	9:27	10:27	2:27	5:27	7:27	10:27
Norwood	7:31	9:31	10:31	2:31	5:31	7:31	10:31
Branston	7:35	9:35	10:35	2:35	5:35	7:35	10:35
Fox Ridge	7:39	9:39	10:39	2:39	5:39	7:39	10:39
Lincoln Heights	7:42	9:42	10:42	2:42	5:42	7:42	10:42
Lincoln	7:45	9:45	10:45	2:45	5:45	7:45	10:45
Maple Crest		9:47	10:05				
Evansville		9:50	10:50				
Marion	7:50	9:54	10:54	2:50	5:50	7:50	10:50
Kingston	7:53	9:58	10:58	2:53	5:53	7:53	10:53
Greentown	AR: 8:09	10:13	11:13	3:09	6:09	8:09	11:09



Understand Web Pages You can use Web pages of stadiums and arenas to help you make plans for an event. Skim the first page of the Web site below to see it types of information on the site.

The Greentown Arena

HOME CALENDAR GREENTOWN GIANTS
BOX OFFICE RESTAURANTS
DIRECTIONS JOB OPPORTUNITIES SITE MAP

Greentown Arena's comfortable accommodations and great sight lines make it the state's best arena for sports, concerts, and special events. Check out the configurations below to see how seating is set up for different events.

SEATING MAP FOR BASKETBALL
SEATING MAP FOR CIRCUS AND ICE SHOWS
SEATING MAP FOR CONCERTS

Vocabulary

accommodations (ə kom' ə da' shənz) *n.* seats, beds, and other physical comforts
configurations (kən fig' yə ra' shənz) *n.* an arrangement of parts



Comprehension Check

How would you "check out" the parts of this Web site? Check the correct answer.

- ☐ Go to the restaurant and read the menu.
- ☒ Click on each button for more information.
- ☐ Write to the owners of the Greentown Arena.

To Sum Up

- The first page of the Web site offers links to pages with more information about the stadium.

Interactive Question-Response

Content Vocabulary

Point out the underlined word *box office*. Remind students that a *box office* is a place to buy tickets. **Ask:** *What kind of tickets can you buy at a box office? (concerts, movies, sporting events)* Next, point out the underlined word *calendar*. Remind students that a *calendar* is a list of dates and events that are planned. **Ask:** *How many days are usually on a yearly calendar? (365 days)* Continue to support underlined content vocabulary words on this page of the selection.

Comprehension Check

If students have difficulty responding, **Ask:** *Does this Web site have anything to do with a restaurant? (no) Can you click on buttons or Web sites for more information? (yes) Does this Web site provide an e-mail or mailing address? (no)*

Interactive Question-Response

Content Vocabulary

Read aloud the following sentence: "Click on Section to Purchase tickets." **Ask:** *How many numbered sections are there on the arena map?(six) What is another word for purchase?(buy)*

Reflect

Partner Talk Have students work in pairs to answer. To help students get started: **Model** *When I look at a Web site to find information, I skim the pages to see if I can find the name or words I need.*

To Sum Up

Beginning/Intermediate Have students work in pairs to reread all the To Sum Up statements for the documents. Provide the following sentence frames for students to complete.

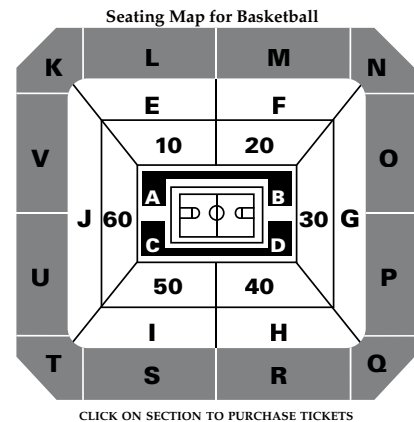
The schedule shows the ____ that the train stops at each ____ . (times; station)

The map shows the ____ (seating sections) in the Greentown Arena.

Look for other maps in your classroom or school. How would you use them? Talk about your answer with a partner.

Understand Maps You can use maps like this online seating map to help you choose seats and buy tickets for an event.

The Greentown Arena



REFLECT

Skim and Scan

Skim the first page of the Web site and the map to see what information you can find. Below, check all the information that you can find on the Web site.

- ☐ a seating map for the circus
- ☐ a seating map for football games
- ☐ a calendar of events at the arena
- ☐ pictures from old ice shows
- ☐ directions to the arena

To Sum Up

- ▶ This map shows all of the seats in the Greentown Arena.
- ▶ People can use this map to purchase tickets. They can choose the seats they want for a basketball game.

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Differentiated Instruction

Clarify the Text Help students understand how the arena map.

Beginning Explain to the students that each labeled section around the basketball court represents a section of seats. Call out section names and have volunteers point them out on the map.

Intermediate Explain to the students that the outer edge of the map represents the seats farthest away from the basketball court. **Ask:** *If you wanted to watch the game up close, which sections would you want to sit in? (sections A, B, C, or D)*

Advanced/Advanced High Point out to students people can click the map to purchase tickets. **Ask:** *Which sections do you think are the most expensive? (sections A, B, C, and D).*

After You Read

FUNCTIONAL DOCUMENTS:

Schedules, Web Pages, and Maps

Vocabulary Check

A/B. Circle the picture that best answers the question.

1. Which picture shows a **concert**?3. Which picture shows a **purchase**?2. Which picture shows **accommodations**?

C. Read the words at the left. Think about what each word means. Then use it in a sentence.

4. **concert** My favorite band is playing a concert in town next week.5. **arena** Our basketball team is playing a game in the new arena.

Comprehension Check

A/B. Look back and scan the train schedule, Web page, and arena map. Then answer the questions.

1. What time does the last train stop at Greentown? 11:09 P.M.2. What events can you see at the Greentown Arena?
basketball, circus and ice shows, and concerts

C. Think about what you have learned about maps and schedules. Complete the following sentences.

3. You would check a train schedule if you wanted to find out what time the train arrives at your stop4. You would look at a seating map if you wanted to find your seats

Vocabulary Check

A./B. **Beginning** and **Intermediate**

Read each question aloud. Encourage students to point or answer with *yes* or *no*. Then turn the question into a statement and have students repeat as you point to the word and picture. For example: *Does this picture show a concert? Yes, this picture shows a concert.*

Comprehension Check

C. **Advanced/Advanced High**

Explain that maps and schedules are two of the most often used functional documents. **Model** *I use maps when I want to know where a place is and where I want to find my way. I use schedules to figure out where I need to be at what time.*

Ask: *Do you ever use maps? Do you ever use a schedule? When? (answers will vary)*

Writing Link

Fact Sheet

Have students work in pairs to write a short, easy-to-read summary of key facts about Greentown Arena. Write the following guidelines on the board:

- Your readers: people who want to know about the Greentown Arena
- Your purpose: to inform those people by giving them the most important facts. Do not include opinions.
- Your format: Use bullets to list facts about the subject. Do not write in paragraphs.
- The length: one page

Follow Technical Directions

Technical directions are words that tell you how to use technology. You can usually find technical directions in a booklet or on the screen of a machine. Imagine that you need to buy a train ticket from a machine at the train station. You want the earliest train to Denfield. Follow the directions and circle the "button" you would push on each screen.

Welcome to the Oakwood Train Station

- | | |
|--------------------------------------|-----------------------------|
| 1. Choose what you would like to do: | 2. Choose your destination: |
| a. Buy a ticket | a. Rose Park |
| b. Add money to an existing ticket. | b. Denfield |
| c. Check your balance. | c. Glenmoor |
| 3. Choose your departure time: | 4. Deposit the fee: |
| a. 9:05 A.M. | a. Rose Park: \$3.25 |
| b. 10:05 A.M. | b. Denfield: \$3.50 |
| c. 2:05 P.M. | c. Glenmoor: \$3.75 |

Directions: Explain how you would buy a train ticket to Denfield. Use the machine screen above to answer the questions in complete sentences.

- What should you do first? I should buy a ticket.
- What should you do next? I should choose my destination of Denfield.
- What should you do after that? I should choose the departure time of 9:05 A.M.
- What should you do last? I should deposit the fee for Denfield: \$3.50.



7.6.B Analyze the development of the plot through the internal and external responses of the characters, including their motivations and conflicts.

Aunty Misery

by Judith Ortiz Cofer

and

Strawberries



retold by Gayle Ross

Aunty Misery and Strawberries

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Oral Language

Build Background

Read the titles and authors. Explain that students will read “Aunty Misery” by Judith Ortiz Cofer, an author who was born in Puerto Rico. They will also read “Strawberries” by Gayle Ross, an author who is Cherokee. **Ask:** *What does the word misery mean? (grief, sadness) What do strawberries look and taste like? (Strawberries are small red berries that are sweet.)*

Talk About the Folktale and Myth

Explain that plants are very important to the characters in both the folktale and the myth.

Beginning **Ask:** *Are plants important in our lives? (yes) Ask students to name some of the ways people use plants.*

Intermediate Have students describe the different kinds of plants that people use for food and materials. **Model** *I know that people use trees for building houses.*

Advanced/Advanced High Point out that plants have a relationship with animals and people. **Ask:** *What are some of the relationships that animals and people have with plants? (Animals and people use plants for food and materials. People also take care of plants and grow them for what they need.) How should we treat plants and the land that they grow on? (We should take care of them because we need them.)*

Lesson at a Glance

Oral Language

- Build Background
- Talk About the Folktale and Myth

Vocabulary

- Content Vocabulary

Phonics

- Consonant Clusters with *r*
- Long /u/

Literary Element

- Conflict

Reading Skill

- Compare and Contrast

Writing Link

- Poem

Fluency

- Pacing: Meaningful Phrases

Comprehension

- BLM

Grammar Link

- Past Time Expressions BLM



Technology

- Student Works™ Plus
- Teacher Works™ Plus
- Listening Library Audio CD
- Classroom Presentation Toolkit
- Glencoe Visual Vocabulary
- Skill Level Up!™ A Skill-Based Language Arts Game



Interactive Question-Response

Connect to the Folktale and Myth

Read aloud Connect to the Folktale and Myth. Help students recall folktales and myths they have read. **Model** *When I was little, I read "Little Red Riding Hood." In the folktale, a little girl stops in the woods to talk to a wolf. She tells the wolf that she is going to her grandmother's house. The wolf meets her at the house and eats her. The lesson I learned from the folktale was that I should not talk to strangers.* On the board, model drawing an important event from "Little Red Riding Hood" and then writing the lesson learned. **Ask:** *What folktales or myths do you remember hearing as a child? What lessons did they teach?*

Literary Element Conflict

Read aloud the Literary Element. Using gestures, review the meaning of the words *external* and *internal*. Return to the folktale example discussed in "Connect to the Folktale." Ask students to identify a conflict from the story. (*The wolf meets Little Red at her grandmother's house.*) **Ask:** *Who is struggling in this conflict? (Two characters: the wolf and Little Red.) Is this an external conflict or an internal conflict? (external)*

Reading Skill Compare and Contrast

Read aloud the Reading Skill. Ask students for another story or folktale and compare it to the folktale you discussed earlier. **Model** *Hansel and Gretel and Little Red Riding Hood have a similar problem. They are tricked by someone who wants to eat them.* Prompt students to think about these two stories and respond to the questions in the Reading Skill activity in the student edition.

Connect to the Folktale and Myth

Folktales and myths are stories that have been told for many years. They usually teach a lesson. What stories do you know that teach a lesson? What is the lesson?

Draw a picture of a main character or event in the story. Then write the lesson that the story teaches.

stick figure drawing of an old woman being kind to stranger

It is good to be kind to strangers.

Literary Element Conflict

Many stories show a **conflict**, or struggle, between two forces, such as characters, nature, and fate. A struggle between a character and an outside force is called **external conflict**. The outside force may be

- > nature
- > fate
- > another character

A struggle between a character and his or her mind is called **internal conflict**. The character may struggle with his or her

- > feelings
- > goals

Reading Skill Compare and Contrast

You **compare and contrast** to understand what you read better. As you read these two stories, compare and contrast the conflicts. Think about how they are the same and how they are different.

Ask yourself,

- > What are the conflicts in each story?
- > Which conflicts are external? Which conflicts are internal?
- > What lesson does the writer want me to learn in each story?

Content Vocabulary

gratitude (grat' ə tōōd') *n.* a feeling of thankfulness

*The old man showed **gratitude** when Gabi helped him with his coat.*

- > Cognate (Spanish) **gratitud**



hospitality (hos' pə tal' ə tē) *n.* friendly and kind treatment of guests

*After dinner, we thanked Ahmed for his **hospitality**.*

- > Cognate (Spanish) **hospitalidad**



untrustworthy (un trust' wur' thē) *adj.* someone you are not able to trust

*I do not tell **untrustworthy** people important things.*



protest (prō' test) *v.* to show that you do not agree with something

- > Cognate (Spanish) **protestar**



quarreled (kwōr' əld) *v.* said angry words to each other

*Koffi and his brother **quarreled** about cleaning the house.*



grief (grēf) *n.* very great sadness

*When the president died, the nation showed its **grief**.*



delicious (di lish' əs) *adj.* very good to taste

*The apples were **delicious**, so I ate two.*

- > Cognate (Spanish) **delicioso(a)**



discovered (dis kuv' ərd) *v.* found, usually for the first time

*When Sofia climbed the tree, she **discovered** a bird's nest.*

- > Cognate (Spanish) **descubrir**



For more practice, see page 254.

Aunt Misery and Strawberries

99

Vocabulary Routine

To introduce the vocabulary, read aloud the words and definitions in the student book and have students repeat after you. Discuss how the pictures illustrate the words or sentences. Then follow the vocabulary routine below.

Content Vocabulary

Define: When you show **gratitude**, you show that you are thankful. **Example:** The woman felt *gratitude* when her neighbor brought her some soup. **Ask:** What does gratitude feel like?

EXPLANATION

To show **hospitality** means to treat guests with respect. *The hotel shows hospitality to its guests by giving them a free newspaper.* Describe a way that someone might show *hospitality*. **DESCRIPTION**

An **untrustworthy** person is someone you cannot trust. *The man proves he is untrustworthy by stealing.* What is the opposite of *untrustworthy*?

ANTONYM

People **protest** when they believe something is unfair or wrong. *Natalia plans to protest if her friends do not obey the rules of the game.* How would you protest if you were playing a game with someone who would not obey the rules?

EXAMPLE

If two people **quarreled**, they argued. *Sonia and Theo quarreled about sharing the money.* How are the words *protest* and *quarreled* similar? How are they different? **COMPARE AND CONTRAST**

Grief is deep sadness. *The boy felt grief when his dog died.* What word means something similar to *grief*? **SYNONYM**

If something is **delicious**, it tastes good. *Cold lemonade is delicious on a hot day.* What are some other things that taste delicious? **EXAMPLE**

If you **discovered** something, you found it for the first time. *When I learned to play soccer, I discovered I am a good goalie.* What is the opposite of *discovered*? **ANTONYM**

Vocabulary Practice

Have students complete the vocabulary practice activity on p. 254.

Phonics

Consonant Clusters with r

Tell students that they are going to practice the consonant cluster *gr*. Tell them that consonants are clustered, but each consonant keeps its own sound. Ask students to find Content Vocabulary words with the consonant cluster *gr* at the beginnings of the words (*gratitude*, *grief*). Slowly pronounce each word and have students show one and two fingers, respectively, when they hear /g/ and /r/. Then have students say each word.

Ask students to find words with an initial *gr* blend on pages 100 (*grew*, *gratitude*, *granting*) and 101 (*granted*). Briefly explain their meanings and have students repeat them.

Interactive Question-Response

Content Vocabulary

Read aloud the words and definitions. Then ask a student to read aloud the boxed text that begins on line 9. **Ask:** Who shows gratitude? (the stranger) How? (by granting Aunty Misery a wish) Who shows hospitality? (Aunty Misery) How? (by welcoming the stranger into her home)

To Sum Up

Beginning/Intermediate Have students work in pairs to reread the To Sum Up statements. Then have students work together to understand the events in the story so far. Provide the following sentence frame for students to complete.

The traveler grants the old woman a wish because _____. (the old woman is kind to him)

The old woman wishes people would get stuck in her pear tree until _____. (she lets the person down)

gratitude (grat' ə tōd') *n.* a feeling of thankfulness



hospitality (hos' pə tal' ə tē) *n.* friendly and kind treatment of guests



To Sum Up

- Children steal from the old woman's pear tree.
- The old woman is kind to a traveler, and he grants her one wish.
- She wishes that anyone who climbs her pear tree would be stuck in the tree until she lets the person down.

100

This is a story about an old, a very old woman who lived alone in her little hut with no other company than a beautiful pear tree that grew at her door. She spent all her time taking care of this tree. The neighborhood children drove the old woman crazy by stealing her fruit. They would climb her tree, shake its delicate limbs, and run away with armloads of golden pears, yelling insults at *la Tia Miseria*,¹ Aunty Misery, as they called her.

10 One day, a traveler stopped at the old woman's hut and asked her for permission to spend the night under her roof. Aunty Misery saw that he had an honest face and bid the pilgrim come in. She fed him and made a bed for him in front of her hearth. In the morning the stranger told her that he would show his gratitude for her hospitality by granting her one wish.

"There is only one thing that I desire," said Aunty Misery.

"Ask, and it shall be yours," replied the stranger, who was a sorcerer in disguise.

20 "I wish that anyone who climbs up my pear tree should not be able to come back down until I permit it."

1. *La Tia Miseria* (lā tē' ə mē' ze ré' ə) means "Aunty Misery" in Spanish.

Comprehension

BLM

To support students as they read the selection, have them begin the graphic organizer on page A14.

"Your wish is granted," said the stranger, touching the pear tree as he left Aunty Misery's house.

And so it happened that when the children came back to taunt² the old woman and to steal her fruit, she stood at her window watching them. Several of them **shimmied up** the trunk of the pear tree and immediately got stuck to it as if with glue. She let them cry and beg her for a long time before she gave the tree permission to let them go on the condition that they never again steal her fruit, or bother her. ³⁰

Time passed and both Aunty Misery and her tree grew bent and gnarled³ with age. One day another traveler stopped at her door. This one looked **untrustworthy** to her, so before letting him into her home the old woman asked him what he was doing in her village. He answered her in a voice that was dry and hoarse, as if he had swallowed a desert: "I am Death, and I have come to take you with me."

Thinking fast Aunty Misery said, "All right, but before I go I would like to pluck some pears from my beloved tree to remember how much pleasure it brought me in this life. ⁴⁰ But I am a very old woman and cannot climb to the tallest branches where the best fruit is. Will you be so kind as to do it for me?"

With a heavy sigh like wind through a tomb, Señor⁴ Death climbed the pear tree. Immediately he became stuck to it as if with glue. And no matter how much he cursed and threatened, Aunty Misery would not allow the tree to release Death.

Many years passed and there were no deaths in the world. The people who make their living from death began ⁵⁰

Shimmied up means "climbed quickly and easily."

untrustworthy (un trust' wur' thē)
adj. someone you are not able to trust



Comparing Literature

Conflict Death arrives to take the old woman. What type of conflict is this? Check one.

- ☐ internal
☒ external

To Sum Up

- Death comes to take the old woman.
- She tricks Death into climbing the pear tree.
- Death gets stuck in the tree, and no one dies while he is there.

Interactive Question-Response

Content Vocabulary

Ask a student to read the sentence containing the Content Vocabulary word *untrustworthy*, beginning on line 33. **Ask:** *How did Aunty Misery show that she thought the traveler was untrustworthy? (She did not let him into her home.)*

Comparing Literature

Point out that Death comes to Aunty Misery dressed as a traveler. **Ask:** *Why does Death come to Aunty Misery's house? (Death wants to take her away with him.)* Explain to students that Death wants to physically take Aunty Misery from one place to another. Remind them that external conflicts have to do with things between two characters, and internal conflicts have to do with things within a character. **Ask:** *Is the conflict between Aunty Misery and Death internal or external? (external)*

2. To **taunt** means "to make fun of in a mean way."

3. Something that is **gnarled** is rough and twisted. For example, the branches of a tree.

4. **Señor** (sen yōr) means "Mister" in Spanish.

Differentiated Instruction

Clarify the Text Help students understand that the traveler personifies death.

Beginning Read aloud the first bullet in To Sum Up. Point out that the character's name is Death. Explain that the word *death* usually refers to when living things stop being alive. **Ask:** *What do you think the character Death looks like? (Death looks like a scary old man with a quiet voice.)*

Intermediate Have partners read aloud the boxed text, then complete these sentence frames: *Aunty Misery does not want to go with Death, because _____. (she does not want to die) She asks Death to climb her tree, because _____. (she knows he will get stuck)*

Advanced/Advanced High Point out that Aunty Misery's plan seems to have worked and Death is stuck in her tree. **Ask:** *What would have happened to Aunty Misery if Death had taken her away? (Aunty Misery would die.)*

Interactive Question-Response

Content Vocabulary

Have a student read aloud the sentence containing the vocabulary word *protest*, beginning on line 50 of the previous page. Point out that the phrase “to make a living” means to make enough money to have food and a place to live. **Ask:** *Why do the people who make a living from death begin to protest? (They are upset, because if no one dies, they will make no money.)*

Comprehension Check

Have students share what they underlined in the text. Ask students to restate the underlined sentence in their own words. (*Aunty Misery lets Death out of the tree after he promises that she will never die.*)

protest (prō' test) *v.* to show that you do not agree with something



Comprehension Check

Underline the deal that the old woman makes with Death.

Look for the words *because*, *old*, and *she* on this page. Then write a sentence using each of these words. Read your sentence to a partner.

To Sum Up

- Some people are angry because no one is dying.
- The old woman makes Death promise that if she lets him out of the tree, he will never come for her again.

to protest loudly. The doctors claimed no one bothered to come in for examinations or treatments anymore, because they did not fear dying; the pharmacists' business suffered too because medicines are, like magic potions, bought to prevent or postpone the inevitable;⁵ priests and undertakers were unhappy with the situation also, for obvious reasons. There were also many old folks tired of life who wanted to pass on to the next world to rest from miseries of this one.

La Tia Miseria was blamed by these people for their troubles, of course. Not wishing to be unfair, the old woman made a deal with her prisoner, Death: if he promised not ever to come for her again, she would give him his freedom. He agreed. And that is why there are two things you can always count on running into in this world: Misery and Death: La miseria y la muerte.⁶

5. To **postpone the inevitable** is to put off until later what will happen no matter what.
6. **La miseria y la muerte** (lä mē' ze ré' ə ē lä mwer' tā) is Spanish for "misery and death."

Strawberries



Long ago, in the very first days of the world, there lived the first man and the first woman. They lived together as husband and wife, and they loved one another dearly. But one day, they quarreled. Although neither later could remember what the quarrel was about, the pain grew stronger with every word that was spoken, until finally, in anger and in grief, the woman left their home and began walking away—to the east, toward the rising sun.

The man sat alone in his house. But as time went by, he grew lonelier and lonelier. The anger left him, and all that remained was a terrible grief and despair,⁷ and he began to cry.

A spirit heard the man crying and took pity on him. The spirit said, "Man, why do you cry?"

The man said, "My wife has left me."

The spirit said, "Why did your woman leave?"

The man just hung his head and said nothing.

The spirit asked, "You quarreled with her?"

And the man nodded. "Would you quarrel with her again?" asked the spirit.

The man said, "No." He wanted only to live with his

quarreled (kwôr' əld) v. said angry words to each other



grief (grēf) n. very great sadness



Comparing Literature

Conflict The first woman and the first man argue. What type of conflict is this? Check one.

- ☐ internal
☒ external

To Sum Up

- The first man and the first woman are husband and wife.
- They have an argument.
- The woman leaves and walks away.

7. *Despair* is the loss of hope.

Interactive Question-Response

Content Vocabulary

Have a student read aloud the words and definitions. Then read aloud the first paragraph on page 103. **Ask:** *Why would the quarrel between the man and the woman cause the woman to be angry? (A quarrel is a fight, so the woman was angry because she had been fighting with the man.) Point out the phrase "in grief."* **Ask:** *How else might you feel if you had a quarrel with someone you loved very much? (I would feel angry but also sad because I fought with someone I loved.)*

Comparing Literature

If students have difficulty responding: **Model** *If I have an internal conflict, it is inside my mind. If I have an external conflict, it is outside of me. External conflicts include other people and things. For example, if I have a fight with a friend, it is an external conflict because it involves both of us.* **Ask:** *Is the fight between the husband and wife internal or external? (external) Why? (It involves two different people.)*

Phonics

Long Vowel /u/

Tell students that they are going to practice saying, listening to, identifying, and writing words with the long *u* sound. Explain that the letter *u* can make both the short *u* sound, as in *mud* or *cup*, and the long *u* sound, as in *tuba* or *few*. Tell students that the long *u* sound can also be spelled *ou*, *ew*, *eu*, *u*, *ue*, or *u_e*. Ask students to find a word on page 103 that uses the long *u* sound (*grew* or *you*). Slowly pronounce the word, and have students raise their hands when they hear the long *u* sound. Then have students say the word. Have students think of other examples of the long *u* sound in the selection using the various spellings. Then instruct students to choose three words with the long *u* sound. Have them write one sentence using each of the words.

Interactive Question-Response

Comparing Literature

Ask students to share what they underlined. **Ask:** *How do you know this is an internal conflict? (No one can see her pain. It is inside her.)*



Comparing Literature

Conflict Underline the sentence that shows the internal conflict the woman feels.

Follow along as your teacher leads you in a shared reading.

To Sum Up

- The man follows his wife but cannot catch her.
- The spirit tries to get the woman's attention, but he cannot.
- The spirit makes a new kind of fruit.

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wife as they had lived before—in peace, in happiness, and in love. “I have seen your woman,” the spirit said. “She is walking to the east toward the rising sun.”

The man followed his wife, but he could not overtake⁸ her. Everyone knows an angry woman walks fast.

Finally, the spirit said, “I’ll go ahead and see if I can make her slow her steps.” So the spirit found the woman walking, her footsteps fast and angry and her gaze fixed⁹ straight ahead. There was pain in her heart.

The spirit saw some huckleberry bushes growing along the trail, so with a wave of his hand, he made the bushes burst into bloom and ripen into fruit. But the woman’s gaze remained fixed. She looked neither to the right nor to the left, and she didn’t see the berries. Her footsteps didn’t slow.

Again, the spirit waved his hand, and one by one, all of the berries growing along the trail burst into bloom and ripened into fruit. But still, the woman’s gaze remained fixed. She saw nothing but her anger and pain, and her footsteps didn’t slow.

And again, the spirit waved his hand, and, one by one, the trees of the forest—the peach, the pear, the apple, the wild cherry—burst into bloom and ripened into fruit. But still, the woman’s eyes remained fixed, and even still, she saw nothing but her anger and pain. And her footsteps didn’t slow.

Then finally, the spirit thought, “I will create an entirely new fruit—one that grows very, very close to the ground so the woman must forget her anger and bend her head for a moment.” So the spirit waved his hand, and a thick green

⁸. To **overtake** means “to catch up with and then pass.”

⁹. **Fixed** means “not moving or changing.”

Fluency

Pacing: Meaningful Phrases

Intermediate/Advanced Tell students that they will be doing a choral reading of the first box of text. Have students read the passage ahead of time to decide where students will pause, so that the phrases make meaning. Ask them to notice the meaning of what they read. Model the fluency skill as you read the text at a moderate tempo. Then have the entire class read aloud the passage together as you read again. When students reach the end of the passage, have pairs of students reread to each other. To assess individual fluency, use the Oral Reading Guidelines on page T13.

Beginning Have these students do a shared reading of only the last paragraph in the box. As you read, model the pronunciation of the text. Then reread the text, encouraging students to join in during particularly important parts. Reread the text again, encouraging students to join in reading as much as they can. Then have students practice reading the paragraph in pairs.

carpet began to grow along the trail. Then the carpet became starred with tiny white flowers, and each flower gradually ripened into a berry that was the color and shape of the human heart.

As the woman walked, she crushed the tiny berries, and the delicious aroma¹⁰ came up through her nose. She stopped and looked down, and she saw the berries. She picked one and ate it, and she discovered its taste was as sweet as love itself. So she began walking slowly, picking berries as she went, and as she leaned down to pick a berry, she saw her husband coming behind her.

The anger had gone from her heart, and all that remained was the love she had always known. So she stopped for him, and together, they picked and ate the berries. Finally, they returned to their home, where they lived out their days in peace, happiness, and love.

10. An **aroma** is a smell or odor.

REFLECT

Compare and Contrast

Think about the conflicts in "Aunty Misery" and "Strawberries." How are the conflicts similar? How are they different?

In "Aunty Misery," the woman struggles with Death.

She tricks him to get him to leave. In "Strawberries,"

the woman fights with her husband. The story ends

with them together again.



TALK Talk about your answer with a partner. If you do not understand the question or are unsure about your answer, ask your partner for help. Answer any questions your partner asks.

delicious (di lish' əs) *adj.* very good to taste



discovered (dis kuv' ərd) *v.* found, usually for the first time



To Sum Up

- The woman eats the new fruit and discovers it is delicious.
- The woman's husband catches up to her.
- The woman is not angry anymore and goes home.

Strawberries 105

Interactive Question-Response

Content Vocabulary

Have a student read aloud the sentence containing the word *delicious*. Explain that the spirit creates the new berry because he is having a difficult time stopping the woman. **Ask:** *Why does the woman stop? (She smells the berries.) Does she stop because she likes or dislikes the smell? (likes)* Point out that the woman does not know how the berries taste until she eats them. **Ask:** *What did the woman discover about the berries? (the sweet taste)*

To Sum Up

Beginning/Intermediate Have students read all the To Sum Up statements from the beginning of the myth on page 103. **Ask:** *Why do you think the man was able to catch up with the woman? (The woman probably slowed down to eat the fruit.)*

Reflect

Partner Talk Have students work in pairs to answer. To help students get started: Provide sentence frames to help students organize their thoughts:

Aunty Misery's problem is ____.

First Woman's problem is ____.

The problems are similar, because ____.

The problems are different, because ____.

Comprehension

BLM

To support students as they read the selection, have them complete the graphic organizer on page A14.

Interactive Question-Response

Comprehension Check

If students have difficulty answering: **Model**
I will reread the boxed text to find out why strawberries are called the "berries of love." I see that the strawberries "brought peace" to the men and women in the world. I know that if there is peace between the husband and wife, they must love each other again. Provide the following sentence frame for students to complete:

Strawberries are called the berries of love because _____. (they brought peace between men and women in the world)



Comprehension Check

Underline the reason strawberries are called the "berries of love."

70 And that's how the world's very first strawberries brought peace between men and women in the world and why to this day they are called the berries of love.

To Sum Up

- Strawberries are called the berries of love.

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Differentiated Instruction

Clarify the Text Help students understand the lesson of "Strawberries."

Beginning Read aloud To Sum Up. **Ask:** *Why are strawberries called the berries of love? (because of their shape; because they brought peace between men and women)*

Intermediate Have partners read aloud the boxed text on page 142. **Ask:** *What may have happened if the spirit did not create strawberries? (The woman would have kept walking. Men and women would not live together in peace.)*

Advanced/Advanced High Tell students to think about the ending to "Strawberries" and the ending to "Aunt Misery." **Ask:** *What lessons do these folktales teach about the world? ("Aunt Misery" tells why death and misery are active in the world. "Strawberries" explains why men and women share each other's lives.)*



and



Vocabulary Check

A. Match the words to the correct pictures.

1. grief

2. hospitality

3. discovered



B. Check the sentence that is the best example of the vocabulary word.

4. **untrustworthy**

- ☒ He will not give a job to an **untrustworthy** person.
☐ I have two **untrustworthy** reasons for buying the shirt.

5. **protest**

- ☐ She helps **protest** the environment by recycling cans.
☒ I will **protest** if the school makes lunchtime shorter.

6. **delicious**

- ☐ He takes vitamin pills because they are **delicious**.
☒ We buy **delicious** fruit at the market.

C. Answer the following questions.

7. In "Auntie Misery," how did the first stranger show Auntie Misery **gratitude**?

He gave her a wish.

8. In "Strawberries," how did the first man and the first woman feel when they **quarreled**?

They felt angry and unhappy.

Vocabulary Check

C. Advanced/Advanced High

Read each question aloud. Then have students look back at the words and definition. To help students get started: **Model** Question 7 asks how the first stranger showed Auntie Misery **gratitude**. I know that **gratitude** means "a feeling of thankfulness." The question is asking me how the stranger showed Auntie Misery that he was thankful. I remember that the stranger shows he is thankful by giving her a wish. My answer is "He grants her a wish."

Grammar Link

BLM

Past Time Expressions

Have students write a short description of something that they did in the past. Encourage volunteers to read their descriptions aloud. Draw students' attention to words used in the descriptions such as "yesterday," "last" as in "last night," and "ago" as in "a few days ago." Tell students that these are called past time expressions and that they will be learning more about them in today's grammar link.

Prepare students to complete the activity master on page A15. Read the grammar instruction with students, and complete the first item with them to help them get started.

Comprehension Check

A. Beginning/Intermediate

Encourage students to reread the To Sum Up boxes on pages 100–106 if they can't recall the information. Point out that the traveler is one of the minor characters in "Aunty Misery." The spirit is the minor character from "Strawberries."

After Reading Have students complete the after reading activity on page 255.

Comprehension Check

A. What did the minor characters do in "Aunty Misery" and "Strawberries"? Complete the sentences in the chart.

Aunty Misery	Strawberries
The first stranger helped Aunty Misery when he <u>granted her wish to keep people from climbing her tree</u> .	The spirit helped the first man when he <u>made a new fruit to get the woman to slow down</u> .

B. Think about the conflicts in the two stories. Then complete the sentence below.

- The old lady in "Aunty Misery" had external conflicts with the children and Death.
- The woman in "Strawberries" had an external conflict with the man and an internal conflict with her love and her anger.

C. Think about the story. Then check the correct answer for each question.

- Which statement best describes what you learned about the old woman in "Aunty Misery"?
 - ☒ She is friendly and kind.
 - ☐ She has conflicts with many people.
 - ☐ She has conflicts within herself.
- Which statement best describes what you learned about the first woman in "Strawberries"?
 - ☐ She is a cheerful person.
 - ☒ She always argues with her husband.
 - ☐ Her argument with her husband makes her unhappy.

For more practice, see page 255.



Writing Link

Poem

Explain to students that poems are another way that people tell stories and interpret how the world works. Remind students that some poems have stanzas and line breaks, and some are free verse. Also explain that poems often use rhyme to make the language more musical than conventional stories. Have students write poems based on either "Aunty Misery" or "Strawberries." Then encourage students to read their poems aloud to the class.



7.10 Analyze, make inferences and draw conclusions about expository text and provide evidence from text to support understanding.

TIME The Giggle Prescription

Laughter is the best medicine.

by Tracy Eberhart and
Robert A. Barnett

Oral Language

Build Background

Read the title and author. Explain that students will read the magazine article "TIME: The Giggle Prescription" by reporters Tracy Eberhart and Robert A. Barnett. **Ask:** *What is a prescription? (medicine given by a doctor) What do you think a giggle prescription could be? (when a doctor tells you to laugh to get healthy)*

Talk About the Magazine Article

Tell students that the magazine article reports that laughter may benefit your health.

Beginning Explain to students that *stress* is when you feel worried. *If you feel stress and then something makes you laugh, how do you feel, better or worse? (better)*

Intermediate **Ask:** *What causes you stress? What makes you laugh?* Provide the following sentence frames.

Things that cause me stress are _____. (homework, chores, tests) Things that make me laugh are _____. (jokes, funny movies, being with friends)

Advanced/Advanced High Have students talk about different ways that they deal with stress. Ask questions, such as: *What do you think are good ways to handle stress?*

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Lesson at a Glance

Oral Language

- Build Background
- Talk About the Short Story

Vocabulary

- Content Vocabulary

Phonics

- Vowel /ō/

Reading Strategy

- Preview the Article
- Evaluate Evidence

Writing Link

- Fact Sheet

Fluency

- Expression and Intonation: Punctuation

Grammar Link

- *A/An, Some, and The* BLM



Technology

- Student Works™ Plus
- Teacher Works™ Plus
- Listening Library Audio CD
- Classroom Presentation Toolkit
- Glencoe Visual Vocabulary
- Skill Level Up!™ A Skill-Based Language Arts Game

Interactive Question-Response

Connect to the Magazine Article

Read aloud Connect to the Magazine Article. Reproduce the web on the board. **Model** *The things I need to be healthy are exercise, healthy food, time outside, and sleep.* Model writing your response in the web, and have volunteers suggest other responses. Then have individuals fill in their own webs.

Reading Strategy Preview the Article

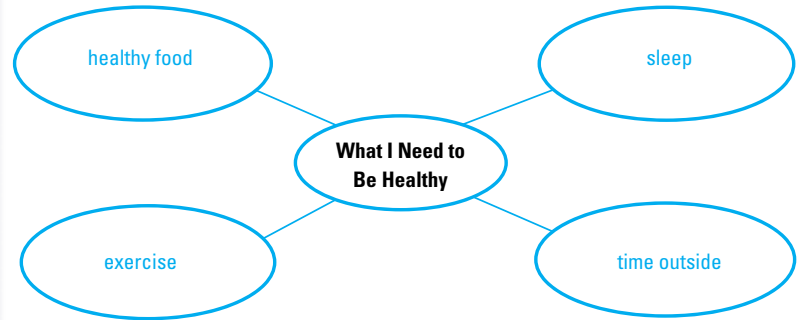
Read aloud the Reading Strategy. Tell students that previewing text before they read it will help them understand what they read. Ask students to point to the title and subtitle. **Ask:** *What is the title? (The Giggle Prescription) What is the subtitle? (Laughter is the best medicine)* Have volunteers predict what the article will be about.

Reading Strategy Evaluate Evidence

Read aloud the Reading Strategy. Tell students that if they can evaluate evidence, they will be able to tell if they are getting good information from an article. **Model** *If an article told me that eating a certain food was good for me, I would evaluate the evidence before I believed it. I would check to see if there was any proof. Did scientists study people who ate that food? What did they find out about people who ate the food? If more than one scientist found out that people who ate that food lived longer, I think that would be good evidence. Then I would believe the food was good for me.*

Connect to the Magazine Article

What **do you need to be healthy**? Is it **healthy foods, exercise**, or something else? Complete the web.



Reading Strategy Preview the Article

When you **preview the article** you look at it quickly before you read. It helps you figure out what the article is about before you start reading.

- Skim the article to look at the title and subtitle.
- Scan the article to find a subhead that separates the article.

Evaluate Evidence

A magazine article has a main idea. The writer includes facts as evidence to support that main idea. As you read, ask yourself:

- what is the main idea?
- Is the evidence biased, or based on the author's opinion? What facts does the writer use to support the main idea?
- Does the evidence support the main idea?

Talk with a partner about the pictures. Discuss how the pictures help you learn the words.

Content Vocabulary			
healthy (hel' thē) <i>adj.</i> in good health; not sick A good way to stay healthy is to get enough sleep. 	aerobic (ā rō' bik) <i>adj.</i> something that uses and increases the oxygen in your body Running is one kind of aerobic exercise. ➤ Cognate (Spanish) aeróbico(a) 	disease (di zēz') <i>n.</i> sickness The flu is a common disease. 	cholesterol (kə les' tə rōl) <i>n.</i> a soft, waxy substance in blood and cells of the body Fatty foods with cholesterol can make you sick. ➤ Cognate (Spanish) colesterol 
hormone (hōr' mōn) <i>n.</i> a chemical that your body makes to help your organs work correctly Your body makes a hormone that helps you get energy from food. ➤ Cognate (Spanish) hormona 	proteins (pro' tēnz) <i>n.</i> substances in food that help your body grow You can get proteins from eggs and cheese. ➤ Cognate (Spanish) proteínas 	infection (in fek' shan) <i>n.</i> sickness caused by harmful germs Marisol took medicine to cure her infection. ➤ Cognate (Spanish) infección 	contagious (kan tā' jəs) <i>adj.</i> passes easily from one person to another A cold is often contagious. ➤ Cognate (Spanish) contagioso(a) 

For more practice, see page 256.

TIME: The Giggle Prescription

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Vocabulary Routine

To introduce the vocabulary, read aloud the words and definitions in the student book and have students repeat after you. Discuss how the pictures illustrate the words or sentences. Then follow the vocabulary routine below.

Content Vocabulary

Define: When you are **healthy**, your body is doing well. **Example:** She takes vitamins every day to stay **healthy**. **Ask:** What is another way to stay healthy? **EXAMPLE**

Aerobic actions increase oxygen in your body. *Aerobic exercise makes your heart pump faster.* Think of an example of an aerobic exercise.

EXAMPLE

A **disease** is a sickness. *Some diseases can be very dangerous to your health.* What word means the same thing as **disease**? **SYNONYM**

Cholesterol is a substance in blood and body cells. *A high cholesterol level is not healthy.* How do people get high cholesterol? **EXPLANATION**

A **hormone** is a natural body chemical that helps your organs grow and function. *Children have more growth hormones than older people.* How do hormones keep you healthy? **EXPLANATION**

Continue the process with *proteins, infection, and contagious*.

Vocabulary Practice Have students complete the vocabulary practice activity on p. 256.

Phonics

Vowel /ō/

Tell students they are going to practice the vowel sound /ō/ spelled *o*. Explain to students that the vowel sound /ō/ can be spelled many ways, but in these words it is spelled with the letter *o*. Ask students to find a content vocabulary word with vowel sound /ō/ spelled *o* (*aerobic*). Slowly pronounce the word, and have students pay attention to the shape your mouth makes when they say the /ō/ sound. Then have students say the word.

Ask students to find words containing the vowel sound /ō/ spelled *o* on pages 112 (*go*), 114 (*hormone*), and 116 (*don't*). Briefly explain their meanings, and have students repeat them.

TIME The Giggle Prescription

Laughter is the best medicine.

Interactive Question-Response

Content Vocabulary

Have a student read the sentence containing the word *healthy*. **Ask:** What does the article say is part of a healthy life? (laughter) Then read aloud the word and definition of *aerobic*. Ask students to name a type of exercise that is *aerobic*. **Model** Running is a type of aerobic exercise. It gets your heart rate up and is really good for you.

Comprehension Check

Have students identify words in the text that support their answer. ("increasing the activity of the heart and stimulating circulation" and "feel-good mental benefits")

healthy (hel' thē) *adj.* in good health, not sick



aerobic (ā ro' bik) *adj.* something that uses or increases the oxygen in your body



Comprehension Check

How does laughing help both your mind and your body?

It gives your body a workout.

It gets your heart and

circulation going.

To Sum Up

- ▶ Laughter is good for the mind.
- ▶ Laughter is good for the body.

Go ahead, grin. Or better yet, laugh out loud. Laughter is an important part of a healthy life, according to Lee Berk, assistant professor of family medicine at the University of California. "Just thinking about a silly video you are going to watch can reduce feelings of tension, anger, and sadness," says Berk.

Berk and other researchers have done studies to confirm that laughing spells keep your body and mind healthy. In fact, Berk says, "Laughter is an instant vacation."



heart

Laughing for a few seconds may give you the same workout as a minute of aerobic exercise by increasing the activity of the heart and stimulating circulation.¹ A good case of the giggles massages not only the heart but also the lungs, muscles, and digestive system. This increased physical activity, coupled with the feel-good mental benefits of having a good laugh, may have lifesaving effects.

According to studies done by doctors at the University of Maryland Medical Center in Baltimore, people with heart disease were 40% less likely to laugh in a variety of situations compared with people of the same age without

1. **Stimulating circulation** means "helping blood move through the body."

Differentiated Instruction

Clarify the Text

Help students understand that research supports the ideas in the article.

Beginning Have the students read the bullets in the To Sum Up box with partners. **Ask:** What is the main idea? (Laughter is good for your mind and body.)

Intermediate Have partners read aloud the boxed text. **Ask:** How do researchers know that laughing keeps your body and mind healthy? (They have done studies.)

Advanced/Advanced High Have students reread the text and underline places where the authors mention the source of their information. Explain that good sources make an article believable. **Ask:** Why did the authors talk to Lee Berk, a professor of family medicine? (The professor is an expert.)

Note Taking

Reread the text on the left. Then record your answers to the items below.

1. The most interesting word on this page is _____
because _____.
2. One word that I didn't know on this page is _____
It means _____.
3. One thing I read on this page that I already knew is _____.
4. One thing I learned on this page that I didn't know is _____.
5. Recap, or write in your own words, what you learned by reading this page.

6. Summarize below what you've recorded.

Most Interesting Word	New Word	One Thing I Already Knew	One Thing I Learned

Interactive Question-Response

Note Taking

To help students get started, you might want to model your thinking process for completing one of the items.

Interactive Question-Response

Content Vocabulary

Point out the underlined word *disease*. Remind students that a *disease* is a sickness. **Ask:** *What is one kind of disease mentioned on this page? (heart disease)* Next, point out the underlined word *cholesterol*. Remind students that *cholesterol* is a waxy substance that builds up in the body and can be very unhealthy. **Ask:** *What can too much cholesterol cause in the body? (a heart attack)* Continue to support underlined content vocabulary words on this page of the selection.

To Sum Up

Beginning/Intermediate

Have students read the To Sum Up statements on page 114. Ask them to use the information to complete the following sentence frames.

Laughter is healthy because it helps ____, ____, and _____. (the heart, the immune system, sick people)

disease (dī zēz') *n.* sickness



cholesterol (kə les' tə rōl) *n.* a soft, waxy substance found in blood and cells of the body



hormone (hōr' mōn) *n.* a chemical that your body makes to help your organs work correctly



proteins (prō' tēnz) *n.* substances in food that help your body grow



infection (in fek' shən) *n.* sickness caused by harmful germs



To Sum Up

- ▶ Laughter helps the heart.
- ▶ Laughter helps the immune system.
- ▶ Laughter helps sick people feel better.

heart disease. This may mean, researchers say, that laughing can have something to do with helping to keep your heart healthy. Doctors are not sure exactly how laughter helps prevent heart disease, but they do know that mental stress causes physical changes that damage the lining of blood vessels, which can cause them to swell. At these sites of swelling, fat and cholesterol often build up, which can cause heart attacks. And because laughter can reduce mental stress, it may actually protect you against a heart attack!

Laughter prevents disease and eases pain

Part of laughter's benefit is its positive effect on the immune system, which is the system that helps the body fight disease. Laughter helps your body stop the release of a hormone that weakens the immune system. Laughter also boosts your body's production of certain cells and proteins that fight infection and disease.

Hospitals and nursing facilities have learned to utilize² another of laughter's great benefits. Doctors have learned that, if a patient is in pain, a good laugh can help. Fits of laughter boost chemicals in the brain that control pain. Your ability to withstand pain is raised during laughter and for a short time after you laugh. For this reason, many hospitals use laughter programs, including clowns and other performing artists, as part of their patients' treatment.

But maybe kids already know that laughing makes them feel good. Studies show that young people laugh many more times a day than older people. Just try to keep your ability to laugh as you get older. And remember to be silly. It's good for you!

2. To **utilize** means "to use."

Fluency

Expression and Intonation: Punctuation

Intermediate/Advanced Tell students that they will be doing a choral reading of the boxed text. Remind students to pause when they come to a comma. Model the fluency skill as you read the text at a moderate tempo. Then have one student read a sentence. Have another student join in, and a third, and so on. When students reach the end of the passage, have pairs of students reread to each other. To assess individual fluency, use the Oral Reading Guidelines on page T13.

Beginning/Intermediate Tell beginning and intermediate students the same information and prepare them in the same way, but have them choral read only the middle paragraph of the boxed text. Before they begin, model the pronunciation of the text. Then have students practice reading the paragraph in pairs before the choral reading.

Note Taking

Reread the text on the left. Then record your answers to the items below.

1. The most interesting word on this page is _____
because _____.
2. One word that I didn't know on this page is _____
It means _____.
3. One thing I read on this page that I already knew is _____.
4. One thing I learned on this page that I didn't know is _____.
5. Recap, or write in your own words, what you learned by reading this page.

6. Summarize below what you've recorded.

Most Interesting Word	New Word	One Thing I Already Knew	One Thing I Learned

Interactive Question-Response

Note Taking

To help students get started, you might want to model your thinking process for completing one of the items

Interactive Question-Response

Comprehension Check

Ask students to share what they underlined in the text. **Ask:** Which words have similar meanings to the word humor? (funny, laughing)

Content Vocabulary

Read aloud the word and definition of *contagious*. **Ask:** What does "Laughing is contagious" mean? (If one person starts laughing, other people laugh too.)

Comprehension Check

Ask students to work with a partner and take turns reading each point in the list out loud to each other. **Ask:** Which item on the list sounds like the most fun to you? (visit a zoo and watch the monkeys)

Reflect

Partner Talk Have students work in pairs to answer. To help students get started: **Model** When I read an article, I look for the main idea. Then I look for facts that support it. When I find them, I check to see whether or not they make me agree with the main idea.



Comprehension Check

Vocabulary Reread the boxed text. Underline the context clue that tells you the meaning of the word humor?

contagious (kən tā' jəs) *adj.* passes easily from one person to another



Comprehension Check

What is one way the article says you can include laughter in your life?

Collect funny cartoons.

To Sum Up

- To live a long life, you should eat good food.
- You should also do things that make you laugh.

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For a long and healthful life, eat right, get plenty of sleep, and laugh as often as you can. Don't just wait for funny things to happen. Plan for humor in your life.

- Watch funny movies (with other people if possible). Laughing is contagious.
- Create a humor journal. Record some of the funny things that happen to you. When you talk about your day with family or friends, find the humorous moments in it.
- Observe young children. They do and say a lot of funny things.
- Collect funny cartoons. Post some around your room.
- Read joke books or funny stories.
- Visit a zoo and watch the monkeys.
- Spend time with people who have a good sense of humor.
- Play charades, using only funny titles.

REFLECT

Evaluate Evidence

What is the main idea of this article? Find a fact or other evidence that supports the main idea. Is the evidence strong or weak? Is the evidence biased? Explain your answer.

Main Idea: Laughter can keep you healthy. Laughter
relieves stress, which can cause disease; I think the
evidence is strong because doctors did a study. It is
not biased because it is based on a study.

PARTNERS

Talk about your answer with your partner. If you do not understand the question or are unsure about your answer, ask your partner for help. Answer any questions your partner asks.

Oral Assessment

Provide the following prompts to one student at a time. Observe students' responses. See the Oral Assessment Rubric on page T14 to determine students' levels of language output.

1. Why should people laugh?
2. What parts of your body does laughter help?
3. How else does laughter help people?
4. What should you do to live a long life?
5. What are some things that make you laugh?

Note Taking

Reread the text on the left. Then record your answers to the items below.

1. The most interesting word on this page is _____
because _____.
2. One word that I didn't know on this page is _____.
It means _____.
3. One thing I read on this page that I already knew is _____.
4. One thing I learned on this page that I didn't know is _____.
5. Recap, or write in your own words, what you learned by reading this page.

6. Summarize below what you've recorded.

Most Interesting Word	New Word	One Thing I Already Knew	One Thing I Learned

Interactive Question-Response

Note Taking

To help students get started, you might want to model your thinking process for completing one of the items.

Comprehension Check

A. Beginning/Intermediate

Explain that a title serves two purposes:

1. to tell what the article will be about
2. to attract readers' attention

Encourage students to write a fun title that also suggests the main idea. Tell them that titles can also be in the form of questions. For example: *Can Jokes Cure Colds?*

Writing Link

Fact Sheet

Have students work in pairs to write a fact sheet about the health benefits of laughter. Explain to students that a fact sheet is an easy-to-read summary. Fact sheets include key words and phrases. To help students focus, write the following guidelines on the board:

- Your readers: seventh-graders who have not read "TIME: The Giggle Prescription"
- Your purpose: to convince other students that laughter is healthy
- Your format: a list of bulleted facts
- The length: one page

After Reading Have students complete the after reading activities on pages 257–258.

Comprehension Check

A. Think about the main idea of this article. Use what you learned to write your own title for the article. Draw a picture to go with your title.

Laugh To Stay Healthy

Possible answer: a picture of a person laughing very hard

B. List evidence the writers use to support the main idea. Then answer the question.

1. Evidence: *Laughter exercises the heart and lungs.*
2. Evidence: *It takes away stress, which causes disease.*
3. Evidence: *It makes the immune system stronger.*
4. How does the evidence support the main idea? *It makes it very strong and clear.*

C. Think about the suggestions the writers make on page 166. List three of the suggestions below. Then answer the question.

5. *Create a humor journal.*
6. *Observe young children.*
7. *Collect funny cartoons.*
8. Are these good suggestions? Why or why not? *Yes, but I think it's more fun to trade jokes and laugh with friends than to write or read funny things.*

For more practice, see pages 257–258.

Grammar Link

BLM

A/An, Some, and The

Prepare students to complete the activity master on page A16. Read the grammar instruction with students, and complete the first item with them to help them get started.



7.4 Understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support understanding.



by Walt Whitman

Miracles 119

Oral Language

Build Background

Read the title and author. Explain that students will read the poem “Miracles” by Walt Whitman, an American poet. **Ask:** *What does the word miracle mean? (an amazing thing or event) What is an example of a miracle? (Students may discuss amazing or improbable events.)*

Talk About the Poem

Explain that in this poem, Walt Whitman explains how small events can be like miracles.

Beginning **Ask:** *Can small things in life make you happy? (yes/no)* Work with students to act out an ordinary event such as greeting a friend or hearing a good song.

Intermediate Explain that small events can be more important than they seem. **Model** *My neighbor always says “Have a great day!” every morning. I feel a lot better starting my day with such kind words.* Have students describe a minor event that might be more important than it seems. Provide the following sentence frame:

I was happy today because _____. (my teacher said I did a great job on my homework)

Advanced/Advanced High Students may be familiar with the expression “stop and smell the roses.” Help them generate meaning for the phrase. **Model** *If I stop to smell the roses, I am taking time to appreciate the beauty of the world.*

Lesson at a Glance

Oral Language

- Build Background
- Talk About the Poem

Vocabulary

- Content Vocabulary

Phonics

- Consonant Clusters with s

Literary Element

- Alliteration and Repetition

Writing Link

- Speech

Grammar Link



- The Conjunctions *And*, *But*, and *Or* BLM

Technology

- Student Works™ Plus
- Teacher Works™ Plus
- Listening Library Audio CD
- Classroom Presentation Toolkit
- Glencoe Visual Vocabulary
- Skill Level Up!™ A Skill-Based Language Arts Game

Interactive Question-Response

Connect to the Poem

Read aloud Connect to the Poem. Reproduce the chart on the board. **Model** *I enjoy listening to music and playing music. These things make me really happy. I feel proud of my skills at playing the piano.* Model writing your response on the chart, and have volunteers suggest other responses. Then have individuals fill in their own charts.

Literary Element Alliteration and Repetition

Read aloud the Literary Element. **Model** *I hear that /s/ sound again and again at the beginning of words like square, surface, spread, and same. I see that the author is using alliteration. He is using the same sound at the beginning of many words.* Ask students to provide their own examples of alliteration. **Model** *If I say "Dana likes dancing and drawing," I'm using alliteration.* Write the sentence and underline the alliteration. Write students' responses on the board.



Connect to the Poem

What do you like most about life? The speaker in the poem "Miracles" describes small things in life that he likes, such as trees and animals. List three small things in your life that you like. Why are they important to you? Discuss it with a partner.

What do you like most in life?	Why?
music, spending time with friends, snow days	I play drums in a band; I have close friends; I like to go sledding.

Literary Element Alliteration and Repetition

Alliteration is when an author repeats the same sounds, usually at the beginnings of words. For example, alliteration with the *s* sound from "Miracles" is:

"Every square yard of the surface of the earth is spread with the same..."

Repetition is when the same words appear many times in a story or poem. For example, a writer might use the word *sun* many times to show that the sun is important.

Alliteration and repetition affect the way a poem sounds when you read it out loud. They also help show the importance of certain words and ideas.

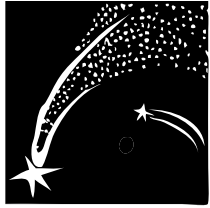
As you read "Miracles," ask yourself,

- > what sounds and words are repeated?
- > what does this tell me?

Talk with a partner about the pictures. Discuss how the pictures help you learn the words.

Content Vocabulary

miracles (mir' ə kəlz) *n.* amazing things or events
Some people believe in miracles as part of their religion.



dart (dārt) *v.* to move suddenly
Squirrels dart across the yard every morning.



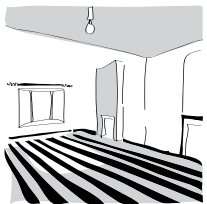
wade (wād) *v.* to walk through water
Juan wanted to wade into the stream to cool his feet.



strangers (strān' jərz) *n.* people you do not know
The people I do not know are strangers to me.



interior (in tēr' ē ə) *n.* the inside of something
The interior of the house was empty.
► Cognate (Spanish) **interior**



swarms (swormz) *v.* moves with the movement of many people or animals
The yard swarms with mosquitoes at night.



continual (kən tin' ũ əl) *adj.* non-stop
They listened to the continual song of the bird.
► Cognate (Spanish) **continuo(a)**



surface (sur' fis) *n.* the top or outside of something
I painted the surface of the dresser.



For more practice, see page 259.

Miracles 121

Vocabulary Routine

To introduce the vocabulary, read aloud the words and definitions in the student book and have students repeat after you. Discuss how the pictures illustrate the words or sentences. Then follow the vocabulary routine below.

Content Vocabulary

Define: When something is a **miracle**, it is an amazing event. **Example:** It was a *miracle* when we found our lost cat. **Ask:** How is the word *miracle* like the word *wonder*? **SYNONYM**

When something **darts**, it moves very quickly. *The mouse darted under a chair.* Describe something else that darts. **DESCRIPTION**

To **wade** is to move through water by walking. *It is fun to wade up to your knees in the pool.* Where is another place you can wade? **EXPLANATION**

Strangers are people you do not know. *All the people on the bus were strangers to me.* How are strangers different from friends? **ANTONYM**

The inside of a place is the **interior**. *The interior of the house was painted blue.* What does the interior of this room look like? **EXAMPLE**

If a place **swarms** with people, there are a lot of people there and they are moving. *The gymnasium swarms with parents and students after a basketball game.* Describe another place that swarms with people. **DESCRIBE**

Continue the process with *continual* and *surface*.

Vocabulary Practice Have students complete the vocabulary practice activity on p. 259.

Phonics

Consonant Clusters with s

Tell students they are going to practice the consonant cluster *sw*. Tell them that these consonants are pronounced together, but each consonant keeps its own sound. Ask students to find a vocabulary word in "Miracles" that has the consonant cluster *sw* at the beginning (*swarms* or *swim*). Slowly pronounce the word, and have students show one and two fingers, respectively, when they hear /s/ and /w/. Then have students say the word.

Write *swarms* and *swim* on the board. Briefly explain their meanings, and have students repeat them after you.

Have students look for words in the dictionary with the consonant blend *sw* at the beginning.

Interactive Question-Response

Background Information

Read aloud the note. Ask students what they know about Manhattan: its landmarks, where it is located, and the kinds of buildings it has. Ask if any students have visited Manhattan. Encourage them to share their experiences.

Literary Element

Alliteration and Repetition

If students have difficulty responding: **Model** *I remember that alliteration is when a writer uses words that start with the same letter. If I check the first line of the poem, I see two words that start with w and three words that start with m.*

Ask: Which words am I looking at? (why, who; makes, much, miracles)

Content Vocabulary

Remind students of the definition of *miracles*.

Ask: What does the speaker say are miracles?

Point out the underlined word *dart*. Remind students that dart means to move suddenly. **Ask:** If the speaker darts his sight over something, what is he doing? (moving his eyes suddenly over something) Then point out the underlined word *wade*. Remind students that wade means to walk through water. **Ask:** What do you imagine when you think of someone wading? (someone walking through water) Continue to support underlined content vocabulary words on this page of the selection.



Background Information

Walt Whitman describes the world around him. One place he writes about is Manhattan, a neighborhood in New York City. He moved there when he was twenty-two years old.



Literary Element

Alliteration Reread the first line of the poem. Underline the examples of alliteration that you find.

To Sum Up

- The speaker loves simple things.
- The speaker loves things like birds and dinner.

Why, who makes much of a miracle?

As to me I know of nothing else but miracles,

Whether I walk the streets of Manhattan,

Or dart my sight over the roofs of houses toward the sky,

Or wade with naked feet along the beach just in the edge of the water,

Or stand under trees in the woods,

Or talk by day with any one I love . . .

Or sit at table at dinner with the rest,

Or look at strangers opposite me riding in the car.

Or watch honey-bees busy around the hive of a summer forenoon,¹

Or animals feeding in the fields,

Or birds, or the wonderfulness of the sundown, or of stars shining so quiet and bright,

Or the exquisite² delicate thin curve of the new moon in spring;

These with the rest, one and all, are to me miracles,

The whole referring, yet each distinct and in its place.

1. **Forenoon** means "morning."

2. Something that is **exquisite** is beautiful and almost perfect.

To me every hour of the light and dark is a miracle,
 Every cubic inch of space is a miracle,
 Every square yard of the surface of the earth is spread
 with the same,
 Every foot of the interior swarms with the same.

To me the sea is a continual miracle,
 The fishes that swim—the rocks—the motion of the
 waves—the ships with men in them,
 What stranger miracles are there?

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**Comprehension Check**

What is the theme of
 “Miracles”?

Possible answer:

The speaker sees miracles
 in simple things all around.

Look for the words *every*,
light, and *with* on this page.
 Then write a sentence using
 each of these words. Read
 your sentence to a partner.

To Sum Up

- The speaker thinks all things are miracles.

Miracles

123

Interactive Question-Response

Comprehension Check

If students have trouble responding: **Model** *The author says that he sees nothing but miracles. Then he gives the examples of walking around his city, looking at the sky, and wading in water on the beach. These are things anyone can do, but he calls them miracles. I think the theme of the poem is seeing miracles in every part of life. Ask students to share what they wrote. Ask: If the author sees miracles all around him, how do you think he feels about the world? (He thinks the world is a beautiful place.)*

To Sum Up

Beginning/Intermediate Have students work in pairs to reread the To Sum Up statement for this poem. Provide the following sentence frames for students to complete.

*The main idea of the poem is that ____ is full of
 ____, and miracles can be ____.*

*(The main idea of the poem is that life is full of
 miracles, and miracles can be found in simple
 things.)*

Differentiated Instruction**Clarify the Text**

Beginning/Intermediate Read aloud the first bullet in the To Sum Up box. **Ask:**
Does the speaker think miracles happen all the time? (yes/no)

Intermediate Have partners read aloud the boxed text on page 123. Then have them complete these sentence frames: *The author says he thinks ____ is a miracle. (everything) He asks “What stranger miracles are there?” because ____.* *(most people think a miracle is something unusual)*

Advanced/Advanced High Explain that when the author says “the same,” he means miracles. Have students list everything the author identifies as a miracle. Then have students rewrite the poem’s ending in their own words, using the author’s ideas or their own ideas. Point out that in the poem, everything is a miracle, so anything they think of can count as a miracle. Invite volunteers to read their rewritten endings aloud.

Vocabulary Check

A/B. Beginning and **Intermediate** Read each question aloud. Encourage students to point or answer with yes or no. Then turn the question into a statement and have students repeat as you point to the word and picture. For example: *Which picture shows something that is continual?* *This picture shows something that is continual.*

Comprehension Check

C. Advanced Have students underscore the first letter of words to find examples of alliteration and repetition. Remind students that alliteration is not the only kind of repetition. Encourage them to look for whole words and phrases that are repeated as well.

Writing Link

Speech

Write this statement: *Everything in the world is a miracle.* Then ask students if they agree or disagree with the statement. Have students list reasons for their opinions. Tell them to look at the examples the author gives and to say whether or not they agree that those are good examples of miracles. Then have students write a short speech, using a variety of connecting words, persuading the class to agree with their opinion. Encourage students to consider their audience and assess the appropriate level of formality for this speech. Invite volunteers to read aloud their speeches.

After Reading Have students complete the after reading activity on page 260.



Vocabulary Check

A/B. Circle the picture that best answers the question.

1. Which picture shows something that is **continual**?



2. Which picture is an example of **wade**?

3. Which picture shows **strangers**?

C. Read the words at the left. Think about the meaning of each word in "Miracles." Then answer each question.

4. **swarms** If a barn swarms with mice, are there a few mice or many? many
5. **miracles** Would the speaker think that children are miracles? yes

Comprehension Check

A/B. Think about the poem. Then answer the questions.

What does the speaker say are miracles? List three examples.

Possible answer: standing under trees in the woods; talking with someone he loves;
having dinner with friends; watching strangers; the earth; the sea.

C. Look for an example of alliteration on repetition in the poem.

Write it below. Then explain why the author uses it.

Possible answer: spread with the same; swarms with the same. The speaker thinks
everything on earth is a miracle.

For more practice, see page 260.

Grammar Link

BLM

The Conjunctions *And*, *But*, and *Or*

Prepare students to complete the activity master on page A17. Read the grammar instruction with students, and complete the first item with them to help them get started.



7.4 Understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support understanding.

7.8 Determine the figurative meaning of phrases and analyze how an author's use of language creates imagery, appeals to the senses, and suggests mood.



by Edgar Allan Poe

Annabel Lee 125

Oral Language

Build Background

Read the title and author. Explain that students will read a poem by Edgar Allan Poe, a poet whose wife died when she was very young. **Ask:** *The title of the poem is someone's name. Is it a man's name or a woman's name? (a woman's name) Do you think this woman was important to the poet? (yes/no)*

Talk About the Poem

Explain that the poem is a love poem.

Beginning **Ask:** *Think about the people that you love. Would you write a poem about someone you love? (yes/no)*

Intermediate Explain that some love poems, like this one, are very sad. **Ask:** *How do you feel when you read a sad poem or sing a sad song? What do you do?* **Model** *When I sing a sad song, I feel sad.*

When I read a sad poem or sing a sad song, I _____. (feel sad; cry; feel sorry for the singer).

Advanced/Advanced High Tell students that some people write poetry and music to express sad feelings. **Model** *One time I was sad because my friend Daniela moved to another city. I could have written a poem or song about my feelings. The title of my poem would have been "I Miss You, Daniela."* Have students think about a sad song or poem they could write.

Lesson at a Glance

Oral Language

- Build Background
- Talk About the Poem

Vocabulary

- Content Vocabulary
- Academic Vocabulary

Phonics

- Consonant Digraphs with /ng/

Literary Element

- Rhythm and Meter

Reading Strategy

- Interpret Imagery

Writing Link

- Summary

Word Study

- Word Families BLM

Grammar Link

- Adverbs of Frequency BLM

BLM

BLM

Technology

- Student Works™ Plus
- Teacher Works™ Plus
- Listening Library Audio CD
- Classroom Presentation Toolkit
- Glencoe Visual Vocabulary
- Skill Level Up!™ A Skill-Based Language Arts Game



Interactive Question-Response

Connect to the Poem

Read aloud Connect to the Poem. Reproduce the list on the board. **Model** *Some people write in a journal when they have a problem or something is bothering them. Writing helps these people make sense of their thoughts and feelings.* Model writing your response in the list, and have volunteers suggest other responses. Then have individuals fill in their own lists and answer the question.

Literary Element Rhythm and Meter

Read aloud the Literary Element. On the board, write *"Twinkle, twinkle, little star / How I wonder what you are / Up above the world so high / Like a diamond in the sky."* Have students read the lines aloud with you. **Ask:** *Can you hear that some syllables sound stronger than others? (yes/no)* Reread the first line of "Twinkle, Twinkle," exaggerating the stressed syllables. **Ask:** *Which syllables sound stronger? (twin, lit, star)*

Reading Strategy Interpret Imagery

Read aloud the Reading Strategy. Refer students to "Twinkle, Twinkle, Little Star." **Model** *This song is short, but it has a lot of imagery. It gives me a clear picture of what this star looks like. The word twinkle shows me that the star is bright and flickering. The song also says that the star looks like a diamond.* Tell students that the images may give clues about how the author feels about the subject. **Ask:** *Do you think the author enjoys looking at stars? (yes/no)*

Connect to the Poem

What do you do when you have a problem? You might tell a friend about it. You might write about it in a journal.

The author of "Annabel Lee" wrote the poem to help him with a problem. What kind of writing helps you with problems? Make a list of the kinds of writing that might help people with problems.

Types of Writing for Difficult Times

- | | |
|---------------------------|--------------------|
| 1. <u>a journal entry</u> | 4. <u>a blog</u> |
| 2. <u>a poem</u> | 5. <u>a letter</u> |
| 3. <u>a song</u> | |

Literary Element Rhythm and Meter

A poem is like a song. They both have rhythm. In poetry, **rhythm** is the pattern of beats made by stressed and unstressed syllables. A stressed syllable has a stronger beat than an unstressed syllable. In the word *potato*, only the second syllable is stressed: po-*ta*-to. Some poems have a repeated rhythm. A repeated rhythm is called a **meter**.

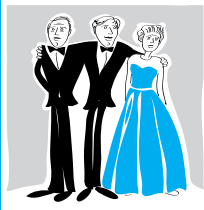
Reading Strategy Interpret Imagery

Imagery is how words create pictures in your mind. These words and phrases help you "see" what is written. Most imagery appeals to one of the five senses: sight, hearing, touch, taste, or smell.

When you **interpret imagery**, you decide what the images in a poem mean. To interpret imagery, think about

- > which of your senses the image connects to.
- > what the poet is trying to say.
- > what you already know.

Talk with a partner about the pictures. Discuss how the pictures help you learn the words.

Content Vocabulary			
kingdom (king' dām) <i>n.</i> the place where a king rules The king looked out over his kingdom. 	maiden (mā'd' ən) <i>n.</i> an unmarried girl or woman The maiden lived with her father and mother. 	chilling (chil' ing) <i>v.</i> making very cold Mai felt the cold wind chilling her fingers. 	kinsmen (kinz' man) <i>n.</i> a person's relatives or family Kareem invited his kinsmen to his wedding. 
bore (bōr) <i>v.</i> carried The sea bore the raft away from the beach. 	envying (en' vē ing) <i>v.</i> wanting what someone else has Juan is envying Oscar. Oscar is a faster runner. ➤ Cognate (Spanish) envidiar 	beams (bēnz) <i>v.</i> shines The sun beams down on the desert. 	tomb (tōom) <i>n.</i> a place where someone is buried The president died. Many people visited his tomb. ➤ Cognate (Spanish) tumba 

For more practice, see page 261.

Annabel Lee

127

Vocabulary Routine

To introduce the vocabulary, read aloud the words and definitions in the student book and have students repeat after you. Discuss how the pictures illustrate the words or sentences. Then follow the vocabulary routine below.

Content Vocabulary

Define: A **kingdom** is a land that a king or queen rules. **Example:** The fair queen ruled the people of her *kingdom* with kindness. **Ask:** What do you imagine a kingdom looks like? **DESCRIPTION**

A **maiden** is a young woman who is not married. *My sister is a maiden because she is not married.* Who is a maiden that you know? **EXAMPLE**

If you are **chilling** something, you are making it cold. *I was chilling the dessert in the refrigerator.* What is something else you might chill? **EXAMPLE**

Your **kinsmen** are your relatives or family members. *The young man looks a lot like his kinsmen.* Which of your kinsmen do you look like? **EXAMPLE**

If you carried something, you could also say that you **bore** it. *I bore the groceries home from the store.* Tell about something you bore. **DESCRIPTION**

If people are **envying** something, they are wishing it belonged to them. *I was envying my neighbor's new skateboard.* What is another word that means the same or almost the same as *envying*? **SYNONYM**

If something **beams**, it shines. *A streetlight beams down on our sidewalk.* Name another thing that beams. **EXAMPLE**

A **tomb** is a burial place. *After she died, the woman was buried in her family's tomb.* Would a living person be in a tomb? **EXPLANATION**

Vocabulary Practice Have students complete the vocabulary practice activity on p. 261.

Phonics

Consonant Digraphs with /ng/

Tell students they are going to practice consonant digraph /ng/. Explain that in a digraph, two letters represent one sound. Ask students to find a vocabulary word with the consonant digraph /ng/ (*kingdom*). Slowly pronounce the word, and have students raise their hands when they hear /ng/. Write the word on the board and underline *ng*. Then have students repeat the word.

Write the following words on the board that relate to the selection. Briefly explain their meanings, and have students pronounce them after you.

bringing	chilling	darling
kingdom	killing	long

Interactive Question-Response

Content Vocabulary

Point out the underlined word *kingdom*. Remind students that a *kingdom* is a land ruled by a king or queen. **Ask:** *When and where does the poem take place? (a long time ago in a kingdom by the sea)* Then point out the underlined word *chilling*. Remind students that *chilling* means making something cold. **Ask:** *Was the wind cold or warm? (cold) How do you know? (It was chilling.)* Continue to support underlined content vocabulary words on this page of the selection.

Literary Element Rhythm and Meter

If students have difficulty responding: **Model** *I'm going to read the first six lines aloud and listen for words that sound alike.* Read the lines aloud. **Ask:** *Do sea and Lee rhyme? (yes) Write these words on the board.* **Ask:** *What word in line 6 rhymes with sea and Lee? (me)* Have students practice reading the first six lines aloud. **Ask:** *How does the rhyme pattern help give the poem its rhythm?* If students have trouble responding: **Model** *When I read the poem aloud, I hear that the rhyming words come at the end of every line. The rhymes make it really clear where each line ends. I think this helps give the poem a steady beat.*

Annabel Lee



Literary Element

Rhythm and Meter Underline three words that rhyme with one another.

It was many and many a year ago,
In a kingdom by the sea,
That a maiden there lived whom you may know
By the name of Annabel Lee;
5 And this maiden she lived with no other thought
Than to love and be loved by me.

She was a child and I was a child,
In this kingdom by the sea,
But we loved with a love that was more than love—
10 I and my Annabel Lee—
With a love that the winged seraphs¹ of Heaven
Coveted her and me.

And this was the reason that, long ago,
In this kingdom by the sea,
15 A wind blew out of a cloud by night
Chilling my Annabel Lee;
So that her high-born kinsmen came
And bore her away from me,
To shut her up in a sepulchre²
20 In this kingdom by the sea.



sepulchre

The angels, not half so happy in Heaven,
Went envying her and me:—
Yes! that was the reason (as all men know,
In this kingdom by the sea)

To Sum Up

- The speaker of the poem loves a girl named Annabel Lee.

1. **Seraphs** are angels.

2. A **sepulchre** is a tomb or burial place.

That the wind came out of the cloud, chilling
And killing my Annabel Lee.

But our love it was stronger by far than the love
Of those who were older than we—
Of many far wiser than we—
And neither the angels in Heaven above,
Nor the demons down under the sea,
Can ever dissever³ my soul from the soul
Of the beautiful Annabel Lee:—

For the moon never beams without bringing me dreams
Of the beautiful Annabel Lee;
And the stars never rise but I see the bright eyes
Of the beautiful Annabel Lee;
And so, all the night-tide, I lie down by the side
Of my darling, my darling, my life and my bride,
In her sepulchre there by the sea—
In her tomb by the side of the sea.

3. To **dissever** is to split apart.

REFLECT

Interpret Imagery

List two images the writer makes you see with his words.

Possible answer: A wind blowing out of a cloud,
chilling Annabel Lee; seeing Annabel Lee's eyes in
the stars



Talk about your answer with a partner.



Comprehension Check

Underline the line or lines
on this page that tell how
Annabel Lee died.

To Sum Up

- Annabel Lee dies.
- The speaker of the poem still loves Annabel Lee.
- He sleeps next to her grave.

Annabel Lee

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Interactive Question-Response

Comprehension Check

Ask students to share their answers. **Ask:** Which word in the poem makes it clear that Annabel Lee dies? (killing)

Academic Vocabulary

Tell students that in "Annabel Lee," the speaker suffers the **ultimate** loss when Annabel Lee dies. One of the meanings of *ultimate* is *greatest*. Annabel Lee's death is the *greatest*, or *ultimate*, loss the speaker could experience. Write the word and have students work in pairs to compose their own sentences using this definition of *ultimate*. **Model** If *ultimate* means *greatest*, I'll think of something I can describe as *greatest* to help me write my sentence. My greatest hope is to be a good teacher. I could change the word *greatest* to *ultimate*. My ultimate hope is to be a good teacher. Those sentences mean the same thing because the words are synonyms. Encourage students to share their sentences.

Reflect

Partner Talk Have students work in pairs to answer. To help students get started: **Model** The poet tells us that the poem is set by the sea. Then he says "A wind blew out of a cloud by night." When I read that, I picture a stormy sea with dark clouds swirling. I can almost feel the cold wind blowing over the sea and up the beach. Write the following sentence frame on the board to help students organize their thoughts.

The poet helps me see ____.

(The poet helps me see the sea, the night sky, a cloud, the sepulchre, the moon, the stars.)

Word Study

BLM

Word Families

Point out the words *tide*, *side*, and *bride* in lines 38 and 39. Read the lines aloud and have students repeat after you. Then read the words in isolation and have students repeat them. Explain that *tide*, *side*, and *bride* are part of a word family because they have the same spelling pattern and ending sound. Write the words on the board and ask students to identify the shared spelling pattern. (*ide*) Have students brainstorm a list of other words in the *-ide* word family. If students have difficulty, write ____*ide* on the board. With students, try different letters in the blank. Then have students practice recognizing and working with word families by completing the activity on page A18.



Vocabulary Check

A/B. Write the correct vocabulary word below the picture.

bore

chilling

kingdom

maiden



1. kingdom



2. chilling



3. bore



4. maiden

C. Reread how the word is used in "Annabel Lee." Check the correct meaning.

5. beams

- ☐ frowns
☒ shines
☐ clouds

6. envying

- ☒ wanting
☐ stealing
☐ waiting

7. tomb

- ☐ yard
☐ house
☒ grave

8. kinsmen

- ☐ friends
☒ family
☐ enemies

Comprehension Check

A/B. Complete the sentences below.

- Annabel Lee lived in a kingdom by the sea.
- Annabel Lee died because she got cold.
- The speaker of the poem sleeps by her tomb; without dreaming.

C. Think about the rhythm, meter, and imagery in this poem. Then complete the sentences.

- The image of "a kingdom by the sea" makes me think of a cold, windy place; a famous castle.
- The line "A wind blew out of a cloud by night" appeals to my senses. It appeals to my sense of sight and my senses of touch, hearing.

For more practice, see page 262.

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Vocabulary Check

C. Advanced

Read each item aloud. If students have trouble answering, have them reread the appropriate line in the poem. Prompt them to substitute each answer choice in place of the vocabulary word and reread the line. **Model** *The poem says "The moon never beams without bringing me dreams." Would that still make sense if I changed the word beams to frowns? "The moon never frowns." Maybe. Let's see if there's an even better answer.* Continue with process of elimination to choose the best answer.

Comprehension Check

C. Advanced

If students have trouble answering the first question, explain that the question is asking about the pattern of rhyming words in the poem. Have students return to the text and underline more words that rhyme. **Ask:** *Does every line end in a rhyming word? (no) What about every other line? (yes)*

Writing Link

Summary

Have students work in small groups to write a short summary of the poem. Tell students to list the events and ideas of the poem and then decide which are most important. Then have students write sentences that tell these events and ideas in their own words using a variety of connecting words. Invite volunteers to read their summaries aloud.

After Reading Have students complete the after reading activity on page 262.

Grammar Link

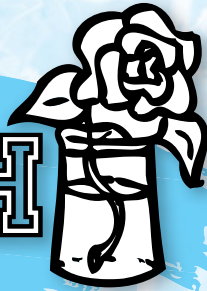
BLM

Adverbs of Frequency

Prepare students to complete the activity master on page A19. Read the grammar instruction with students, and complete the first item with them to help them get started.

7.6 Understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support understanding.

A CRUSH



by Cynthia Rylant

A Crush 131

Oral Language

Build Background

Read the title and author. Explain that students will read “A Crush” by Cynthia Rylant, an author who grew up in West Virginia and writes about small-town life. **Ask:** Having a “crush” means secretly liking or loving someone. How can you tell when someone has a crush? (*by the way the person behaves toward and around that person*) How would you feel if you knew someone had a crush on you? (*happy, embarrassed*)

Talk About the Short Story

Explain to students that the story is about friendship and how people help one another.

Beginning Ask students if they know the word *garden*. If not, show a picture of a garden and explain that the word can also be an action.

Intermediate Explain that some people like to grow vegetables or flowers. **Model** *I know people who grow tomatoes. What are other kinds of things that people plant in gardens? Provide the following sentence frame.*

People can plant and grow _____ in a garden.

Advanced Some students will be familiar with gardening words in the story. (*seeds, dirt, soil, sunshine*) Write these gardening words on the board. Ask volunteers to give sentences for each word.

Lesson at a Glance

Oral Language

- Build Background
- Talk About the Short Story

Vocabulary

- Selection Vocabulary
- Content Vocabulary
- Academic Vocabulary

Phonics

- Alternate Consonant Sounds /j/ and /g/

Literary Element

- Symbol

Reading Strategy

- Draw Conclusions About Characters

Writing Link

- Character Sketch

Word Study

- Suffix -ly BLM

Grammar Link

- Object Pronouns BLM



Technology

- Student Works™ Plus
- Teacher Works™ Plus
- Listening Library Audio CD
- Classroom Presentation Toolkit
- Glencoe Visual Vocabulary
- Skill Level Up!™ A Skill-Based Language Arts Game



Interactive Question-Response

Connect to the Short Story

Read aloud Connect to the Story. Write the sentence prompts on the board. **Model** *I make friends by saying hello and telling my name. I met my friend Lyn in the park. To get to know each other, we talked about how much we liked the park.* Have volunteers suggest other responses to the sentence prompts. Then have individuals fill in their own sentences.

Literary Element Symbol

Draw the following symbols on the board and ask what each means: dollar sign, plus and minus math symbols. Read aloud the Literary Element. **Ask:** *What is an example of an object that might be a symbol? (flag, dove) What does the symbol stand for? (a country, peace)* Continue the process to generate examples of a person, place, and experience that could be a symbol.

Reading Strategy Draw Conclusions About Characters

Read aloud the Reading Strategy. Tell students that drawing conclusions about characters can help them understand what they are reading. Provide an anecdote that students might relate to, such as: *Every time Juan brings a friend home, his little sister Carla runs away and hides. Then she sneaks back and watches them without their knowing.* Prompt students to draw conclusions about Carla. **Ask:** *Do you think Carla is shy or friendly? (shy)*

Connect to the Short Story

Think about a friend. How did you meet that friend? Below, explain where you and your friend met, and what you or your friend did to get to know one another.

I make friends by _____	Possible answer: saying hello; starting a conversation
I met my friend _____ at _____	Beth lunch in the cafeteria
To get to know each other, we _____	talked about what we like and dislike; talked about where we're from and our families

Literary Element Symbol

A **symbol** is one thing that represents something else.

A symbol can be one of the following:

- > an object
- > a place
- > a person
- > an experience

For example, a dove is often a symbol for peace. Authors use symbols to give their stories more meaning. Symbols can also show a story's theme, or message about life.

As you read, look for words, images, and actions that stand for something else. Ask yourself why these are important in the story.

Reading Strategy Draw Conclusions About Characters

Authors give details about what characters say, do, and think. You can use these details to **draw conclusions** about the characters. When you draw conclusions about characters, you make general statements about them based on the details you read. This can help you understand the main idea or message of the story.

As you read, ask yourself

- > what does the author suggest about the character?
- > how does this help me understand the story?

Selection Vocabulary Practice saying the words with a partner.

excess (ek' ses) *adj.* more than is needed
*Julia gives the **excess** candy to her brother.*
 > Cognate (Spanish) **exceso**

speculation (spek' yə la' shən) *n.* an opinion or conclusion made by guessing
*There was **speculation** about who would win the game.*
 > Cognate (Spanish) **especulación**

improbable (im prob' ə bəl) *adj.* not likely
*Rain is **improbable** in the desert.*
 > Cognate (Spanish) **improbable**

illuminated (i loo' mə nāt' id) *adj.* made bright
*The light **illuminated** the house.*
 > Cognate (Spanish) **iluminado(a)**

discreetly (dis krēt' lē) *adv.* in a way that shows good judgment
*Katya **discreetly** leaves the movie theater. She is very quiet.*
 > Cognate (Spanish) **discretamente**

Content Vocabulary

aroma (ə ro' mə) <i>n.</i> scent or odor <i>The aroma of dinner makes me hungry.</i> > Cognate (Spanish) aroma 	coax (kōks) <i>v.</i> to convince; to urge <i>We had to coax our frightened dog into the car.</i> 	package (pak' ij) <i>n.</i> a box or bundle that contains something <i>I open the package of crackers.</i> 	cherished (cher' isht) <i>v.</i> felt or showed a love for something or someone <i>I cherished the picture my grandfather painted. He was special to me.</i> 
photographs (fo' tə grafs') <i>n.</i> pictures taken with a camera <i>I placed the photographs in a photo album.</i> > Cognate (Spanish) fotografías 	garden (gärd' ən) <i>n.</i> land that a person uses to grow plants <i>He grows vegetables in the garden.</i> > Cognate (Spanish) jardín 	bouquet (bō ka') <i>n.</i> flowers picked and put together <i>The bouquet of flowers is beautiful.</i> 	wither (with' ə) <i>v.</i> to dry up and die <i>The plants wither when it does not rain.</i> 

For more practice, see page 263.

A Crush 133

Vocabulary Routine

To introduce the vocabulary, read aloud the words and definitions in the student book and have students repeat after you. Discuss how the pictures illustrate the words or sentences. Then follow the vocabulary routine below.

Selection Vocabulary

Define: If there are **excess** things, it means that there are too many things. **Example:** There was **excess** food piled on the crowded table. **Ask:** What happens if there is excess water in a sink?

EXPLANATION

A **speculation** is a guess without knowing all the facts. *There was speculation about which team would win the baseball game.* What is an example of a speculation you have made about something? **EXAMPLE**

Continue the process with *improbable*, *illuminated*, and *discreetly*.

Content Vocabulary

An **aroma** is the way something smells. *The aroma of fresh bread filled the room.* Describe the aroma of perfume. **DESCRIPTION**

When you **coax** someone, you convince a person gently and patiently to do something. *My mom had to coax my shy friend to join us for dinner.* Give an example of how you would coax someone to do something. **EXAMPLE**

A **package** is a box packed with something. *I received a package in the mail.* Describe something that you would place in a package. **DESCRIPTION**

If you **cherished** someone, you loved them. *I cherished my friend and missed her when she moved away.* Who is someone you cherished? **EXPLANATION**

Continue the process with *photographs*, *garden*, *bouquet*, and *wither*.

Vocabulary Practice Have students complete the vocabulary practice activity on p. 263.

Phonics

Alternate Consonant Sounds /j/ and /g/

Tell students that they are going to practice different ways to pronounce the letter g. Tell them that in English, the letter *g* is usually pronounced in one of two ways. One way is /g/ like in *go* or *got*. The other way is /j/ like in *George* or *gem*. Ask students to find vocabulary words that have the letter *g* in them (*package*, *photographs*, *garden*). Slowly pronounce each word, and have students raise one finger if they hear the letter *g* making the /g/ sound. Have them raise two fingers if they hear the letter *g* making the /j/ sound. Have students say each word after you pronounce it for them.

Write the following words on the board that relate to the selection. Briefly explain their meanings and have students pronounce them after you.

Edge

German

Gray

Keeping

Manager

Interactive Question-Response

Content Vocabulary

Read aloud the word and definition. Focus students on the second sentence of the first paragraph. **Ask:** *What kind of aroma filled the Stan's Hardware Store? (The aroma of real flowers filled the store.)*

Academic Vocabulary

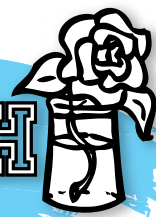
Explain that Cynthia Rylant is a **contemporary** author who writes for kids today. Explain that authors can write about any time period. Some write about the past, and some write about the future. **Ask:** *What do you think contemporary means? (related to the present time)* If students have difficulty responding, remind them that the contemporary author Cynthia Rylant does not write about the past.

aroma (ə rō' mā) *n.* scent or odor



Had a crush means "was romantically interested in someone."

A CRUSH



When the windows of Stan's Hardware started filling up with flowers, everyone in town knew something had happened. **Excess** flowers usually mean death, but since these were all real flowers bearing the **aroma** of nature instead of floral preservative,¹ and since they stood bunched in clear mason jars² instead of impaled on styrofoam³ crosses, everyone knew nobody had died. So they all figured somebody **had a crush** and kept quiet.

There wasn't really a Stan of Stan's Hardware. Dick Wilcox was the owner, and since he'd never liked his own name, he gave his store half the name of his childhood hero, Stan Laurel in the movies. Dick had been married for twenty-seven years. Once, his wife Helen had dropped a German chocolate cake on his head at a Lion's Club dance, so Dick and Helen were not likely candidates for the honest expression of the flowers in those clear mason jars lining the windows of Stan's Hardware, and **speculation** had to move on to Dolores.

Dolores was the assistant manager at Stan's and had worked there for twenty years, since high school. She knew the store like a mother knows her baby, so Dick—who had

To Sum Up

- Dick Wilcox owns a store called Stan's Hardware.
- There are many flowers in the windows of the store.
- Dolores works at the store.

Vocabulary

excess (ek' ses) *adj.* more than is needed

speculation (spek' ya lā' shən) *n.* an opinion or conclusion made by guessing

1. **Floral preservative** is a chemical that helps flowers look fresh.

2. **Mason jars** are glass jars with lids that do not let air in.

3. **Styrofoam** is a light packing material used to keep objects from breaking.

trouble keeping up with things like prices and new brands of drywall compound⁴—tried to keep himself busy in the back and give Dolores the **run of the floor**. This worked fine because the carpenters and plumbers and painters in town trusted Dolores and **took her advice to heart**. They also liked her tattoo.

Dolores was the only woman in town with a tattoo. On the days she went sleeveless, one could see it on the taut brown skin of her upper arm: “Howl at the Moon.” The picture was of a baying coyote which must have been a dark gray in its early days but which had faded to the color of the spackling paste⁵ Dolores stocked in the third aisle. Nobody had gotten out of Dolores the true story behind the tattoo.⁶ Some of the men who came in liked to show off their own, and they’d roll up their sleeves or pull open their shirts, exhibiting bald eagles and rattlesnakes, and they’d try to **coax** out of Dolores the history of her coyote. All of the men had gotten their tattoos when they were in the service, drunk on weekend leave and full of the spitfire of young soldiers.⁷ Dolores had never been in the service and she’d never seen weekend leave and there wasn’t a tattoo parlor anywhere near. They couldn’t figure why or where any half-sober woman would have a howling coyote ground into the soft skin of her upper arm. But Dolores wasn’t telling.

That the flowers in Stan’s front window had anything to do with Dolores seemed completely **improbable**. As far as anyone knew, Dolores had never been in love nor had anyone ever been in love with her. Some believed it was

Vocabulary

improbable (im prob’ə bəl) *adj.* not likely

4. **Drywall compound** is a type of board used for the inside walls of houses and other buildings.

5. **Spackling paste** is used to fill holes or cracks in walls before you paint.

6. A **tattoo** is a mark or figure drawn on someone’s skin with ink. The tattoo cannot be erased easily.

7. **On weekend leave** refers to soldiers who leave their base on the weekends.

The spitfire of young soldiers refers to soldiers who are always ready to fight.

A person with the **run of the floor** can do what he or she wants.

Took her advice to heart means “believed her advice to be good.”

coax (kōks) *v.* to convince; to urge



To Sum Up

- Dolores is good at her work.
- Dolores has a tattoo of a coyote.
- Everyone wants to know about the tattoo.

A Crush

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Interactive Question-Response

Content Vocabulary

Read aloud the word and definition of *coax*.

Ask: What did people try to coax Dolores to do? (People wanted to get Dolores to tell them about her tattoo.)

Selection Vocabulary

Have a student read the word and definition.

Then have the student read the sentence containing the vocabulary word *improbable*.

Model Look at how Dolores is described. She seems to stand out from the rest of the town. The author then writes that it is “improbable” that the flowers were for her and that Dolores has never been in love. **Ask:** Is it likely that someone left flowers for Dolores? (no) Why or why not? (She is seen as strange by the townspeople, and she is not in love with anyone.)

To Sum Up

Beginning/Intermediate Have students work in pairs to reread all the To Sum Up statements from the beginning of the story to page 135. Then have students decide together which three details are the most important so far. Provide the following sentence frame for students to complete.

The most important details are ____, ____, and ____.

(The most important details are Dolores being the assistant manager at Stan’s Hardware store, the windows of the store filling up with flowers, and Dolores’s being different from everyone else in town.)

Interactive Question-Response

Content Vocabulary

Have a student read aloud the sentence in which *package* appears. Focus students on what kinds of packages the women were buying from the hardware store. **Ask:** *What are some other packages you can get in a hardware store? (nails, paint brushes, etc.)*

Comprehension Check

Ask students to share what they underlined in the text. **Ask:** *Do you think Dolores cared what the women in town thought? Why or why not? (No. She seemed to be an independent person. She didn't do what everyone else did.)*



Comprehension Check

Reread the boxed text at the top of the page. Underline the words that tell why the women in town think no one loves Dolores.

package (pak' ij) *n.* a box or bundle that contains something



Fix herself up means "make herself pretty."

Work with a partner to use this expression in a sentence.

To Sum Up

- ▶ Some people think that Dolores is too much like a man.
- ▶ Other people think Dolores does not want love because she does not wear makeup or nice clothes.
- ▶ A man loves Dolores. He gives her flowers.

136

the tattoo, of course, or the fine dark hair coating Dolores's upper lip which kept suitors away. Some felt it was because Dolores was just more of a man than most of the men in town, and fellows couldn't figure out how to court someone who knew more about the carburetor of a car or the back side of a washing machine than they did. Others thought Dolores simply didn't want love. This was a popular theory among the women in town who sold Avon and Mary Kay⁸ cosmetics. Whenever one of them ran into the hardware for a package of light bulbs or some batteries, she would mentally pluck every one of the black hairs above Dolores's lip. Then she'd wash that grease out of Dolores's hair, give her a good blunt cut, dress her in a decent silk-blend blouse with a nice Liz Claiborne skirt from the Sports line, and, finally, tone down that swarthy, longshoreman⁹ look of Dolores's with a concealing beige foundation, some frosted peach lipstick, and a good gray liner for the eyes.

Dolores simply didn't want love, the Avon lady would think as she walked back to her car carrying her little bag of batteries. If she did, she'd **fix herself up**.

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marigolds

The man who was in love with Dolores and who brought her zinnias and cornflowers and nasturtiums and marigolds and asters and four-o'clocks in clear mason jars did not know any of this. He did not know that men showed Dolores their tattoos. He did not know that Dolores understood how to use and to sell a belt sander. He did not know that Dolores needed some concealing beige foundation so

⁸ *Avon* and *Mary Kay* are two brands of makeup.

⁹ A *swarthy longshoreman* is a dark or sunburned person who works near water.

Differentiated Instruction

Clarify the Text Support students in understanding Dolores's relationship with the women in town.

Beginning Read aloud the first two bullets in To Sum Up. **Ask:** *Why might the other women in town think Dolores is too much like a man? (Because she does not wear makeup or dress nicely.)*

Intermediate Have partners read aloud the second box of text on page 136. **Ask:** *Why did the women in town think Dolores did not want love? Provide a sentence frame to help students answer: The women in town thought Dolores did not want love because she _____. (behaved like a man and did not dress like a woman)*

Advanced/Advanced High Explain that Dolores knew the hardware store the way "a mother knows her baby." **Ask:** *How can knowing a hardware store be a feminine quality in Dolores? (She pays attention to it as if it were her own baby.)*

she could get someone to love her. The man who brought flowers to Dolores on Wednesdays when the hardware opened its doors at 7:00 A.M. didn't care who Dolores had ever been or what anyone had ever thought of her. He loved her and he wanted to bring her flowers.

Ernie had lived in this town all of his life and had never before met Dolores. He was thirty-three years old, and for thirty-one of those years he had lived at home with his mother in a small, dark house on the edge of town near Beckwith's Orchards. Ernie had been a beautiful baby, with a shock of shining black hair and large blue eyes and a round, wise face. But as he had grown, **it had become clearer and clearer** that though he was indeed a perfectly beautiful child, his mind had not developed with the same perfection. Ernie would not be able to speak in sentences until he was six years old. He would not be able to count the apples in a bowl until he was eight. By the time he was ten, he could sing a simple song. At age twelve, he

REFLECT

Draw Conclusions About Characters

Write a detail about Dolores from the story. Then write what this detail tells you about the type of person she is.

Dolores has a tattoo of a coyote on her arm. It is
painful when you have a tattoo put on. Having a
tattoo shows that she is tough and can take a lot
of pain.



Talk about your answer with a partner.



Literary Element

Symbol What do the flowers symbolize in the story?

- ☐ a beautiful child
☒ love
☐ a dark house

It had become clearer and clearer means that something became easier to see or understand.

To Sum Up

- The man who loves Dolores does not care what people think.
- Ernie is thirty-three years old. He lived with his mother for thirty-one years.
- Ernie learns very slowly.

Interactive Question-Response

Literary Element Symbol

If students have difficulty responding: **Model** *Many times, men give flowers to women they love. Read aloud the sentence: "He loved her and he wanted to bring her flowers." Model This sentence helps me see that the flowers are a symbol of love. I just found proof in the story to support my opinion.*

Reflect

Partner Talk Have students work in pairs to answer. To help students get started: **Model** *To answer this, I would picture Dolores in my mind and pick a special detail about her. One detail is Dolores's work. She knows about things that it is more common for men to know about. This makes me conclude that she is a confident person who does not behave like people think she should. Write the following sentence frame on the board to help students organize their thoughts. Encourage students to use selection and content vocabulary in their answers.*

One detail about Dolores is _____. This detail shows that she _____.

Interactive Question-Response

Background Information

Read aloud the Background Information note. Ask students to think about what the Burpee packages contain. Have them scan the page for clues to the answer. (*The packages contained flower seeds; each kind of flower was pictured on the front of its package.*)

Content Vocabulary

Read aloud the word and definition of *cherished*.

Ask: Why do you think Ernie cherished the seed packages? (He cherished them because they were beautiful and bright in contrast to the tiny, dark house in which he lived.) Have a student read the sentence containing the word *photographs*. **Ask:** How did the photographs make each seed package different? (Each seed package had a different photograph of a flower on it.)

Background Information

Burpee is the world's largest mail-order seed company.

cherished (cher' isht) *v.* felt or showed a love for something or someone



photographs (fō' tō graf's) *n.* pictures taken with a camera



To Sum Up

- Ernie stays inside the house with his mother.
- A woman leaves a package of flower seeds at his house by mistake.
- Ernie cherishes the seed packages. He likes the photographs of flowers on them.

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understood what a joke was. And when he was twenty, something he saw on television made him cry.

Ernie's mother kept him in the house with her because it was easier, so Ernie knew nothing of the world except this house. They lived, the two of them, in tiny dark rooms always **illuminated** by the glow of a television set, Ernie's bags of Oreos and Nutter Butters¹⁰ littering the floor, his baseball cards scattered across the sofa, his heavy winter coat thrown over the arm of a chair so he could wear it whenever he wanted, and his box of Burpee seed packages sitting in the middle of the kitchen table.

These Ernie cherished. The seeds had been delivered to his home by mistake. One day a woman wearing a brown uniform had pulled up in a brown truck, walked quickly to the front porch of Ernie's house, set a box down, and with a couple of toots of her horn, driven off again. Ernie had watched her through the curtains, and when she was gone, had ventured¹¹ onto the porch and shyly, cautiously, picked up the box. His mother checked it when he carried it inside. The box didn't have their name on it but the brown truck was gone, so whatever was in the box was theirs to keep. Ernie pulled off the heavy tape, his fingers trembling, and found inside the box more little packages of seeds than he could count. He lifted them out, one by one, and examined the beautiful photographs of flowers on each. His mother was not interested, had returned to the television, but Ernie sat down at the kitchen table and quietly looked at each package for a long time, his fingers

Vocabulary

illuminated (i lōō' mē nāt' id) *adj.* made bright

10. **Oreos** and **Nutter Butters** are two types of cookies.

11. If you **ventured** somewhere, you went somewhere that was risky or dangerous.

Word Study

BLM

The Suffix -ly

Point out the words *quickly*, *shyly*, *cautiously*, and *quietly* on page 138.

Demonstrate their meanings using gestures and examples. Explain that a suffix is a group of letters that goes at the end of a word. Suffixes change the meanings of words. **Model** A quick answer is given quickly. If you react sadly, it's because you are sad. Adding -ly to the end of an adjective usually changes it to an adverb. An adverb often describes the way something is done. Then have students practice adding and subtracting the suffix -ly by completing the activity on page A20.

running across the slick paper and outlining the shapes of zinnias and cornflowers and nasturtiums and marigolds and asters and four-o'clocks, his eyes drawing up their colors.

Two months later Ernie's mother died. A neighbor found her at the mailbox beside the road. People from the county courthouse came out to get Ernie, and as they **ushered** him from the home he would never see again, he picked up the box of seed packages from his kitchen table and passed through the doorway.

Eventually Ernie was moved to a large white house near the main street of town. This house was called a group home, because in it lived a group of people who, like Ernie, could not live on their own. There were six of them. Each had his own room. When Ernie was shown the room that would be his, he put the box of Burpee seeds—which he had kept with him since his mother's death—on the little table beside the bed and then he sat down on the bed and cried.

Ernie cried every day for nearly a month. And then he stopped. He dried his tears and he learned how to bake refrigerator biscuits and how to dust mop and what to do if the indoor plants looked brown.

Ernie loved watering the indoor plants and it was this pleasure which finally drew him outside. One of the young men who worked at the group home—a college student named Jack—grew a large **garden** in the back of the house. It was full of tomato vines and the large yellow blossoms of healthy squash. During his first summer at the house, Ernie would stand at the kitchen window, watching Jack and

130

Ushered means "led the way out of."



Literary Element

Symbol Ernie takes the box of seed packages from his house after his mother dies. What do they symbolize?

They symbolize the life

Ernie led with his mother.

140

150

garden (gärd' ən) *n.* land that a person uses to grow plants



To Sum Up

- ▶ Ernie's mother dies. He moves to a group home.
- ▶ Ernie takes his seeds with him.
- ▶ Ernie is sad until he starts to learn new things. He likes to water the plants.

A Crush

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Interactive Question-Response

Literary Element Symbol

If students have difficulty responding: **Model** *Ernie loved the seed packages. They were all that he had left to call his own. The seed packages were a symbol of something to Ernie.* **Ask:** *Who or what did the seed packages remind Ernie of? (his mother, his house)*

Content Vocabulary

Have a student read the word **garden** and its definition. **Ask:** *Why did Ernie finally leave the house to go outside? (He went outside to water the plants.)*

To Sum Up

Beginning/Intermediate Have students work in pairs to reread the To Sum Up statements from page 139. Then have students decide together the three most important details of pages 136–139. Provide the following sentence frame for students to complete.

The most important details are ____, ____, and ____.

(The most important details are Ernie learns things more slowly than most people, Ernie receives Burpee seeds in the mail and grows flowers with them, and Ernie had to move to a group home after his mother died.)

Differentiated Instruction

Clarify the Text Help students understand how Ernie feels about leaving his house and living in the group home.

Beginning/Intermediate Explain that Ernie cannot live on his own. He needs help and support from someone else in order to live. **Ask:** *Why did Ernie move to the group home? (His mother died, and he could not live by himself.)*

Intermediate Remind students that Ernie had lived his entire life in his mother's house. **Model** *After Ernie's mother died, he lost his home. How do you think Ernie felt about moving? (Ernie felt very sad and lonely about moving)*

Advanced/Advanced High Explain to students that once Ernie stopped grieving for his mother, he had to keep living. **Ask:** *What did Ernie love to do at the group home? (water the plants) How did this relate to the seed packages that Ernie loved? (Ernie loved to look at the photos of flowers, so he probably also loved looking at the real thing.)*

Interactive Question-Response

Comprehension Check

Ask students to share what they underlined in the story. **Ask:** *Why did Ernie slide his box of seeds under his bed before going outside? (He wanted to make sure they were safe.)*



Comprehension Check

Reread the boxed text.
Underline why Ernie panicked.

To Sum Up

- Jack becomes Ernie's first friend.
- Jack shows Ernie how vegetables grow from seeds.
- Ernie does not want to use his seeds in the garden.

140

sometimes a resident of the home move among the
160 vegetables. Ernie was curious, but too afraid to go into the garden.

Then one day when Ernie was watching through the window, he noticed that Jack was ripping open several slick little packages and emptying them into the ground. Ernie panicked¹² and ran to his room. But the box of Burpee seeds was still there on his table, untouched. He grabbed it, slid it under his bed, then went back through the house and out into the garden as if he had done this every day of his life.

170 He stood beside Jack, watching him empty seed packages into the soft black soil, and as the packages were emptied, Ernie asked for them, holding out his hand, his eyes on the photographs of red radishes and purple eggplant. Jack handed the empty packages over with a smile and with that gesture became Ernie's first friend.

Jack tried to explain to Ernie that the seeds would grow into vegetables but Ernie could not believe this until he saw it come true. And when it did, he looked all the more intently¹³ at the packages of zinnias and cornflowers and the rest hidden beneath his bed. He thought more deeply
180 about them but he could not carry them to the garden. He could not let the garden have his seeds.

That was the first year in the large white house.

The second year, Ernie saw Dolores, and after that he thought of nothing else but her and of the photographs of flowers beneath his bed.

Jack had decided to take Ernie downtown for breakfast

12. **Panicked** means "suddenly felt afraid."

13. You look **intently** at an object when you look at it very closely and for a long time

every Wednesday morning to **ease** him into the world outside that of the group home. They left very early, at 5:45 A.M., so there would be few people and almost no traffic to frighten Ernie and make him beg for his room. Jack and Ernie drove to the Big Boy restaurant which sat across the street from Stan's Hardware. There they ate eggs and bacon and French toast among those whose work demanded **rising before the sun**: bus drivers, policemen, nurses, mill workers. Their first time in the Big Boy, Ernie was too nervous to eat. The second time, he could eat but he couldn't look up. The third time, he not only ate everything on his plate, but he lifted his head and he looked out the window of the Big Boy restaurant toward Stan's Hardware across the street. There he saw a dark-haired woman in jeans and a black T-shirt unlocking the front door of the building, and that was the moment Ernie started loving Dolores and thinking about giving up his seeds to the soft black soil of Jack's garden.

190

200

REFLECT

Draw Conclusions About Characters

Ernie thinks about putting his seeds in Jack's garden after he sees Dolores. What does this tell you about how Ernie is changing? Explain what this tells you about the story's main idea.

Ernie's life at the home and his friendship with Jack
are giving him the strength to try new things. This
tells me that the main idea might be about Ernie
growing and changing.



Talk about your answer with a partner.

Ease means "to move through slowly and carefully."

Rising before the sun means "waking up before dawn."

To Sum Up

- Jack takes Ernie out for breakfast.
- Ernie sees Dolores.
- Ernie loves Dolores and thinks about planting his flower seeds.

A Crush

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Interactive Question-Response

Reflect

Partner Talk Have students work in pairs to answer. To help students get started: **Model** *It was hard for Ernie to think about parting with his seed packs. But when he met Jack, he had a friend. He was not alone. Jack helped him move out into the world, and Ernie became less fearful.* Write the following sentence frame on the board to help students organize their thoughts.

Jack helped Ernie feel _____. (less afraid; more confident)

After meeting Jack, Ernie was more willing to _____ another person. (reach out to, connect with, share with, get to know)

Interactive Question-Response

Literary Element Symbol

Invite a volunteer to briefly tell how Ernie behaved with his seed packs for most of the story. **Ask:** *How do you explain the sudden change in Ernie? (He found that he had a friend in Jack and that he was not alone.) What did his handing over the seeds show? (He was becoming more trusting.)*

Selection Vocabulary

Ask a volunteer to read the word and definition of *discreetly*. Then have the student read the sentence containing the vocabulary word *discreetly*. **Ask:** *Why did Jack show good judgment by not saying anything to Ernie? (Jack could see that Ernie was in love with Dolores, but he did not want to embarrass Ernie.)*

To Sum Up

Beginning/Intermediate Have students work in pairs to reread the To Sum Up statements from pages 140–142. Then have students decide together which three details from pages 140–142 are most important. Provide the following sentence frame for students to complete.

The most important details are ____, ____, and ____.

(The most important details are Jack becoming Ernie's friend, Ernie discovering Dolores, and Jack and Ernie going out to breakfast every Wednesday.)

When love **strikes the heart**, you think about the person you love almost all the time.



Literary Element

Symbol Underline the sentences that show Ernie is becoming more friendly and trusting of other people. How is this a symbol?

Possible answer: It is a symbol of how Ernie is changing.

To Sum Up

- ▶ Ernie asks Jack to help him plant his flower seeds.
- ▶ Ernie watches Dolores every Wednesday morning.
- ▶ Ernie's flowers begin to grow.

142

Love is such a mystery, and when it **strikes the heart** of one as mysterious as Ernie himself, it can hardly be spoken of. Ernie could not explain to Jack why he went directly to his room later that morning, pulled the box of Burpee seeds from under his bed, then grabbed Jack's hand in the kitchen and walked with him to the garden where Ernie had come to believe things would grow. Ernie handed the packets of seeds one by one to Jack, who stood in silent admiration¹⁴ of the lovely photographs before asking Ernie several times, "Are you sure you want to plant these?" Ernie was sure.

It didn't take him very long, and when the seeds all lay under the moist black earth, Ernie carried his empty packages inside the house and spent the rest of the day spreading them across his bed in different arrangements.

That was in June. For the next several Wednesdays at 7:00 A.M. Ernie watched every movement of the dark-haired woman behind the lighted windows of Stan's Hardware. Jack watched Ernie watch Dolores, and **discreetly** said nothing.

When Ernie's flowers began growing in July, Ernie spent most of his time in the garden. He would watch the garden for hours, as if he expected it suddenly to move or to impress him with a quick trick. The fragile green stems of his flowers stood uncertainly in the soil, like baby colts on their first legs, but the young plants performed no magic for Ernie's eyes. They saved their shows for the middle of the night and next day surprised Ernie with tender small blooms in all the colors the photographs had promised.

Vocabulary

discreetly (dis krēt' lē) *adv.* in a way that shows good judgment

14. **Admiration** is a feeling of wonder toward someone or something.

The flowers grew fast and hardy,¹⁵ and one early Wednesday morning when they looked as big and bright as their pictures on the empty packages, Ernie pulled a glass canning jar off a dusty shelf in the basement of his house. He washed the jar, half filled it with water, then carried it to the garden where he placed in it one of every kind of flower he had grown. He met Jack at the car and rode off to the Big Boy with the jar of flowers held tight between his small hands. Jack told him it was a beautiful bouquet.

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When they reached the door of the Big Boy, Ernie stopped and pulled at Jack's arm, pointing to the building across the street. "OK," Jack said, and he led Ernie to the front door of Stan's Hardware. It was 6:00 A.M. and the building was still dark. Ernie set the clear mason jar full of flowers under the sign that read "Closed," then he smiled at Jack and followed him back across the street to get breakfast.

When Dolores arrived at seven and picked up the jar of zinnias and cornflowers and nasturtiums and marigolds and asters and four-o'clocks, Ernie and Jack were watching her from a booth in the Big Boy. Each had a wide smile on his face as Dolores put her nose to the flowers. Ernie giggled. They watched the lights of the hardware store come up and saw Dolores place the clear mason jar on the ledge of the front window. They drove home still smiling.

250

All the rest of that summer Ernie left a jar of flowers every Wednesday morning at the front door of Stan's Hardware. Neither Dick Wilcox nor Dolores could figure out why the flowers kept coming, and each of them assumed

260

bouquet (bō kā') *n.* flowers picked and put together



To Sum Up

- Ernie picks the flowers and puts them in a jar.
- Ernie puts flowers in front of the hardware store every Wednesday morning.
- Dolores does not know who left the flowers.

A Crush

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Interactive Question-Response

Content Vocabulary

Read aloud the word and definition. Explain to students that sometimes readers can find clues to word meanings in surrounding words. Have a student read aloud the last two sentences of the first paragraph on the page. **Ask:** *What words are clues to the meaning of "bouquet"? ("flowers," "held tight," "hands," "beautiful")*

15. **Hardy** means "strong and healthy."

Differentiated Instruction

Clarify the Text Help students understand that Ernie has always been the man leaving the flowers for Dolores.

Beginning Read aloud the text in To Sum Up as students follow along. **Ask:** *Why didn't Dolores know that Ernie left the flowers? (Because he was hiding.)*

Intermediate Remind students that seeds and flowers were symbols for Ernie. **Ask:** *What do you think the flowers meant to Ernie and to Dolores? (For Ernie, the flowers symbolized his love for Dolores. For Dolores, the flowers symbolized the affections of someone she didn't know.)*

Advanced/Advanced High After these students read the text on the page, explain that Ernie hid from Dolores so that he wouldn't be seen. Ask students why they think Ernie hid from Dolores. *(Ernie may have been too shy to talk to Dolores.)*

Interactive Question-Response

Comprehension Check

Have students identify words in the text that support their answers. (“Dick started spending more time out on the floor”; “Dolores stopped wearing T-shirts to work and instead wore crisp white blouses.”)

Content Vocabulary

Read aloud the word and definition of *wither*. Ask students to give examples of things they know that wither. **Model** Remember the definition of wither. Try thinking about things that dry up. Flowers are usually pretty and bright. But if you don’t give flowers water and sun, they dry up and die. **Ask:** What else can wither? (fruit, trees)

wither (with’ ar) v. to dry up and die



Comprehension Check

What happens at the hardware store because of the flowers? Check each correct answer.

- ☒ Dick talks to customers more.
- ☐ The store raises the price of flowers.
- ☒ Dolores wears nice clothes to work.

To Sum Up

- Dolores thinks that someone loves Dick. Dick thinks someone loves Dolores.
- Ernie is sad when the flowers die.
- Jack shows Ernie the flowers he will plant next.

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somebody had a crush on the other. But the flowers had an effect on them anyway. Dick started spending more time out on the floor making conversation with the customers, while Dolores stopped wearing T-shirts to work and instead wore **crisp**¹⁶ white blouses with the sleeves rolled back off her wrists. Occasionally she put on a bracelet.

By summer’s end Jack and Ernie had become very good friends, and when the flowers in the garden behind their house began to **wither**, and Ernie’s face began to grow gray as he watched them, Jack brought home one bright day in late September a great long box. Ernie followed Jack as he carried it down to the basement and watched as Jack pulled a long glass tube from the box and attached this tube to the wall above a table. When Jack plugged in the tube’s electric cord, a soft lavender light washed the room.

“Sunshine,” said Jack.

Then he went back to his car for a smaller box. He carried this down to the basement where Ernie still stood staring at the strange light. Jack handed Ernie the small box, and when Ernie opened it he found more little packages of seeds than he could count, with new kinds of photographs on the slick paper.

“Violets,”¹⁷ Jack said, pointing to one of them.

Then he and Ernie went outside to get some dirt.

¹⁶ A **crisp** blouse is a shirt that is neat and ironed.

¹⁷ **Violets** are a kind of flower that can live through winters and grow again year after year.

Oral Assessment

Provide the following prompts to one student at a time. Observe students’ responses. See the Oral Assessment Rubric on page T14 to determine students’ levels of language output.

1. Tell me about Ernie.
2. What did Jack teach Ernie at the group home?
3. What did people think when they saw flowers in the hardware store?
4. How did Dick and Dolores react to the flowers?
5. What happened to the garden at the end of the summer?

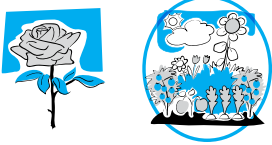
After You Read



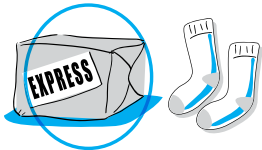
Vocabulary Check

A. Circle the picture that best answers the question.

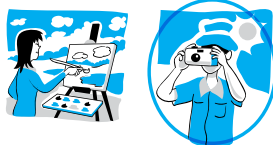
1. Which picture shows a **garden**?



2. Which picture shows a **package**?



3. Which person takes a **photograph**?



4. Which picture shows plants when they **wither**?



B. Circle the letter of the word that answers each question correctly.

5. What is a **bouquet** made of?

- a. flowers
- b. pictures
- c. vegetables

6. How could you **coax** your mother to give you a new bike?

- a. yell at your brother
- b. ask very nicely
- c. lose your old bike

7. If you **cherished** something, where would you place it?

- a. the trash can
- b. a safe place
- c. on a street

8. Which part of your body can smell an **aroma**?

- a. foot
- b. eye
- c. nose

C. Circle the letter of the sentence that uses the boldface word correctly.

9. a. He left **speculation** at the front door.
b. There was **speculation** about who left the flowers.

10. a. The **excess** flowers filled the windows.
b. The windows were **excess** flowers.

11. a. It was **improbable** that the flowers were for Dick.
b. Dick was **improbable** that the flowers were hers.

12. a. He **discreetly** helped Ernie to trust others.
b. His trust in others helped him **discreetly**.

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Vocabulary Check

C. Advanced/Advanced High

Read aloud the direction line and point to the letters *a* and *b* in front of each sentence. Then read aloud each sentence of the pair and ask for a show of hands when students hear the sentence in which the vocabulary word is used correctly.

Grammar Link

BLM

Object Pronouns

Prepare students to complete the activity master on page A21. Read the grammar instruction with students, and complete the first item with them to help them get started.

Comprehension Check

A/B. Beginning and Intermediate

Read aloud the direction line and ask students to think about how gardening changed Ernie's life. **Model** *Before Ernie met Jack, he was feeling very sad and lonely. But then Ernie found that he loved watering plants. He watered the plants indoors, and when he saw the plants outdoors, he wanted to water them, too.* **Ask:** *What happened to Ernie then? (He finally left the house.) What happened to Ernie when he went into the garden? (He met Jack, who became his friend.)*

After Reading Have students complete the after reading activity on page 264.



Comprehension Check

A. List two ways that the garden changes Ernie's life.

1. The garden helps Ernie to get out of the house.
2. It also helps him make a new friend named Jack.

B. Flowers are used as a symbol in "A Crush." Write what flowers mean to each character in the chart.

What "flowers" mean to...

3. Ernie	4. Jack	5. Dolores
Flowers mean that Jack can help people in the home learn to be more independent.	Flowers mean that Ernie can have a life outside the home.	Flowers mean that Dolores has someone who cares about her in a special way.

C. Answer the questions about "A Crush."

6. Dolores has a tattoo. What do the women in town think this means?
Possible answer: Dolores is too much like a man. They think that she does not want love and that no man would want to love her.
7. Why does Ernie cherish his seed packages?
Possible answer: They represent the love that he and his mother shared.
8. What does Ernie's character tell you about the main idea of the story?
Possible answer: Ernie grows and changes. This tells me the main idea is it is important to grow and change.

For more practice, see page 264.

Writing Link

Character Sketch

Students should list all the physical and personality traits of either Dolores or Ernie. Have students work in pairs to ask each other questions about the person or character they are describing. Students should add the answers to these questions to their list of traits. Then have students use their list to write a short character sketch. Encourage students to share their sketches.



7.7 Understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support understanding.

Names/Nombres

by Julia Alvarez

Names/Nombres 147

Oral Language

Build Background

Read the title and author. Explain that students will read “Names/Nombres” by Julia Alvarez. Alvarez was born in New York, but she was raised in the Dominican Republic. **Ask:** *Nombres is a Spanish word. Who knows what it means? (names) How would you feel if you had to change your name?*

Talk About the Autobiography

Explain that in this autobiography, Julia Alvarez talks about the importance of names.

Beginning Explain to students that people’s friends and families sometimes call them by different names. **Ask:** *Does your family call you by a different name than the one you use at school? (yes/no)* Encourage students to share their nicknames.

Intermediate Explain to students that sometimes people shorten or change a name to make it easier to pronounce. **Model** *My friend’s name is Alejandra. But she prefers to be called Alli because she thinks that name is less formal.* Have students think about times when they might shorten a name to make it easier to say.

Advanced/Advanced High Explain to students that people sometimes want to change their names for a number of different reasons. **Ask:** *Did you ever wish you had a different name? If so, what is it?*

Lesson at a Glance

Oral Language

- Build Background
- Talk about the Autobiography

Vocabulary

- Selection Vocabulary
- Content Vocabulary
- Academic Vocabulary

Phonics

- Alternate Consonant Sounds /k/ and /s/

Literary Element

- Anecdote

Reading Skill

- Analyze Theme

Writing Link

- Journal Entry

Word Study

- Prefix *mis-* BLM

Grammar Link

- Run-on Sentences BLM



Technology

- Student Works™ Plus
- Teacher Works™ Plus
- Listening Library Audio CD
- Classroom Presentation Toolkit
- Glencoe Visual Vocabulary
- Skill Level Up!™ A Skill-Based Language Arts Game

Interactive Question-Response

Connect to the Autobiography

Read aloud Connect to the Autobiography. Reproduce the web on the board. In the center oval, write your own name. **Model** *In these outer ovals, I will write words that describe me. I am a teacher, so I will write “teacher” in the web. Write teacher in one of the outer ovals of the web. Continue the process with the rest of the ovals. Have students fill in their own webs.*

Literary Element Anecdote

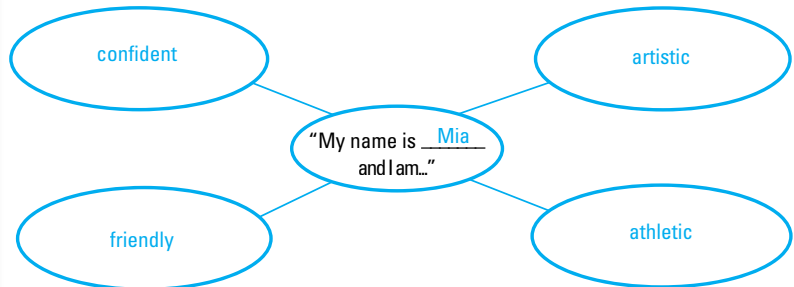
Read aloud the Literary Element. Write the word *anecdote* on the board. Then explain that an anecdote is a short, personal story. Tell an anecdote of your own to the students as an example. Then invite students to tell short anecdotes about things that happened to them.

Reading Skill Analyze Theme

Read aloud the Reading Skill. Write *recurring theme* on the board. **Model** *The word theme means the message of a story. The word recurring means happening over and over again. So a recurring theme is a story message that is written about over and over, usually in many different stories. One theme, or message, that I see often in stories, is that hard work can pay off. I have read many different stories that show a character working hard for something he or she wants and then being rewarded. Have students provide examples of other recurring themes, such as doing the right thing or being a good friend.*

Connect to the Autobiography

Think about your name. What does your name say about you? Does your name tell people who you really are? Complete the web with words and phrases that describe you.



Literary Element Anecdote

An **anecdote** is a short story about a funny or interesting event that happened to someone. Many anecdotes show something about a person's character. For example, Julia Alvarez's anecdote "Names/Nombres" shows that names are important to her.

Reading Skill Analyze Theme

When you **analyze** something, you look at its parts first. Then you try to understand all of it. Analyzing the details of a story can help you understand the **theme**. The theme is the most important message of the story.

Many authors have written about this theme. It is a **recurring theme**. A recurring theme is one that you read about in many different stories. You notice recurring themes when you analyze stories.

To analyze the theme of "Names/Nombres," think about

- what the characters do.
- how the author feels.

Selection Vocabulary Practice saying the words with a partner.

ironically (i ron' ik ə l ē) *adv.* in a way that is different than what is expected
*Mrs. Jha knew all about India, but **ironically** she had never visited that country.*
 > Cognate (Spanish) **irónicamente**

merge (murj) *v.* to join together
*This room will not have enough seats after two classes **merge**.*

inevitably (i nev' ə tə blē) *adv.* in a way that cannot be kept from happening
*My little sister tries to stay up late, but she **inevitably** falls asleep early.*
 > Cognate (Spanish) **inevitavelmente**

specified (spes' ə fid') *v.* explained or described in detail
*The builder **specified** the exact number of bricks he needed.*

Content Vocabulary

declare (di' klār) *v.* announce
*The class president will **declare** his plan at the school meeting.*
 > Cognate (Spanish) **declarar**



mischief (mis' chif') *n.* harm or trouble
*Adrian promised his parents he would never cause **mischief**.*



transport (trans pōrt') *v.* carry
*The worker used a cart to **transport** the flowers.*
 > Cognate (Spanish) **transportar**



faded (fād' id) *lost strength; lessened*
*I started taking guitar lessons, but later my interest **faded**.*



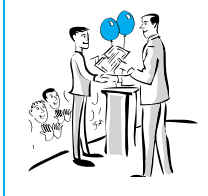
continent (kont' ən ənt) *n.* one of the seven main pieces of land on Earth
*The United States is on the **continent** of North America.*
 > Cognate (Spanish) **continente**



shame (shām) *n.* a bad feeling brought about by having done something wrong
*I felt **shame** after I spilled a bucket of paint.*



ceremony (ser' ə mō' nē) *n.* a special celebration
*The mayor gave Andres an award at the **ceremony**.*
 > Cognate (Spanish) **ceremonia**



recalled (ri' kold) *v.* remembered; called to mind
*Have you **recalled** where you put your notebook?*



For more practice, see page 265.

Names/Nombres

149

Vocabulary Routine

To introduce the vocabulary, read aloud the words and definitions in the student book and have students repeat after you. Discuss how the pictures illustrate the words or sentences. Then follow the vocabulary routine below.

Selection Vocabulary

Define: Something done **ironically** is done or happens in a different way than expected.
Example: Juanita loves math, but *ironically* it is difficult for her. **Ask:** What is another example of something done ironically? **EXAMPLE**

When you **merge** things, you join those things together. *The teacher asked her students to merge their individual reports into one class report.* What is the opposite of *merge*? **ANTONYM**

Something that happens **inevitably** is something that has to happen. *The sun is up right now, but it will inevitably set.* What is another example of something that happens inevitably? **EXAMPLE**

Continue the process with *specified*.

Content Vocabulary

When you **declare** something, you announce it. *The judge will declare that Sarah is the winner of the long jump.* How are *speak* and *declare* the same? How are they different? **COMPARE AND CONTRAST**

If you do **mischief**, you do something that causes harm or trouble. *Puppies and kittens cause mischief when they knock over plants.* What is another word for *mischief*? **SYNONYM**

If you **transport** something, you take something from one place to another. *The school buses transport students to and from school.* Describe a way to transport something. **DESCRIPTION**

Continue the process with *shame*, *faded*, *continent*, *ceremony*, and *recalled*.

Vocabulary Practice Have students complete the vocabulary practice activity on p. 265.

Phonics

Alternate Consonant Sounds /k/ and /s/

Tell students that they are going to practice the alternate consonant sounds /k/ spelled *c* and /s/ spelled *c*. Explain that sometimes *c* sounds like /k/, as in *cat*. Other times *c* sounds like /s/ as in *ceiling*. Tell them that the letter *c* is pronounced with an /s/ sound when it is in front of the vowels *e*, *i*, and *y*. In front of all other vowels, *c* makes the /k/ sound. Ask students to find vocabulary words that have the letter *c* in them (*ironically*, *specified*, *declare*, *continent*, *ceremony*, *recalled*). Slowly pronounce each word and have students show one or two fingers, respectively, when they hear /s/ and /k/. Then have students say the word.

Write the following words on the board that relate to the selection. Briefly explain their meanings and have students pronounce them after you.

city
officer

pronounce
corrected

uncles
across

Interactive Question-Response

Background Information

Read aloud the background note. Tell students that some names of people in Spanish sometimes have corresponding names in English. For example, *Juan* in Spanish corresponds to *John* in English.

Content Vocabulary

Read aloud the word and definition. Have a student read the sentence containing the Content Vocabulary word *declare*. **Model** *Here, declare means to announce or report any property transported from one country to another.* **Ask:** *Why does the officer think that Mr. Alvarez has something to declare? (The Alvarez family has just arrived in the U.S. from another country.)*

Literary Element Anecdote

If students have difficulty responding: **Model** *Julia is a child. Sometimes children think it is not proper to correct an adult. Also, Julia's family is trying to enter the country.* **Ask:** *What is she afraid might happen if she corrects the officer? (He will not let them in.) Why does she want to correct the officer's pronunciation of her name? (She wants to tell the officer how to correctly pronounce her family's name.)*

Names/Nombres

declare (di' klär) v. announce



Background Information

Nombres is Spanish for "names."



Literary Element

Anecdote Alvarez begins her story with an anecdote about arriving in New York City. Underline why she decides not to correct the officer when he says her name wrong.

When we arrived in New York City, our names changed almost immediately. At Immigration, the officer asked my father, *Mister Elbures*, if he had anything to declare. My father shook his head, "No," and we were waved through. I was too afraid we wouldn't be let in if I corrected the man's pronunciation, but I said our name to myself, opening my mouth wide for the organ blast of the *a*, trilling my tongue for the drumroll of the *r*, *All-vah-rrr-es!* How could anyone get *Elbures* out of that orchestra of sound?

¹⁰ At the hotel my mother was *Missus Alburest*, and I was little girl, as in, "Hey, little girl, stop riding the elevator up and down. It's *not* a toy!"

When we moved into our new apartment building, the super called my father *Mister Alberase*, and the neighbors who became mother's friends pronounced her name *Jew-lee-ah* instead of *Hoo-lee-ah*. I, her namesake,¹ was known as *Hoo-lee-tah* at home. But at school, I was *Judy* or *Judith*, and once an English teacher mistook me for *Juliet*.

It took awhile to get used to my new names. I wondered
²⁰ if I shouldn't correct my teachers and new friends.

To Sum Up

- The Alvarez family moves to New York City.
- People have trouble saying their names.

¹. A **namesake** is someone who is named after another person.

But my mother argued that it didn't matter. "You know what your friend Shakespeare said, 'A rose by any other name would smell as sweet.'"² My family had gotten into the habit of calling any literary figure "my friend" because I had begun to write poems and stories in English class.

By the time I was in high school, I was a popular kid, and it showed in my name. Friends called me *Jules* or *Hey Jude*, and once a group of troublemaking friends my mother forbid me to hang out with called me *Alcatraz*.³ I was *Hoo-lee-tah* only to Mami and Papi and uncles and aunts who came over to eat *sancocho*⁴ on Sunday afternoons—old world folk whom I just as soon would go back to where they came from and leave me to pursue whatever mischief I wanted to in America.

JUDY ALCATRAZ: the name on the Wanted Poster would read. Who would ever trace her to me?

My older sister had the hardest time getting an American name for herself because Mauricia did not translate into English. **Ironically**, although she had the most foreign-sounding name, she and I were the Americans in the family. We had been born in New York City when our parents had first tried immigration and then gone back "home," too homesick to stay. My mother often told the story of how she had almost changed my sister's name in the hospital.

After the delivery, Mami and some other new mothers were cooing over their new baby sons and daughters and exchanging names and weights and delivery stories. My mother was embarrassed among the Sallys and Janes

Vocabulary

ironically (i ron' ik' ə l) *adv.* in a way that is different than what is expected

2. This line is from William Shakespeare's play *Romeo and Juliet*.

3. **Alcatraz** is an island in the San Francisco Bay where a famous prison used to be.

4. **Sancocho** (sán kô' chô) is a meat stew.



Comprehension Check

Where were Julia and Mauricia born? Check the correct answer.

- ☐ New Jersey
☐ The Dominican Republic
☒ New York City

mischief (mis' chif) *n.* harm or trouble



To Sum Up

- ▶ Julia's friends call her Jules, Hey Jude, and Alcatraz.
- ▶ Julia's sister, Mauricia, is harder to say.

Interactive Question-Response

Comprehension Check

Have students identify words in the text that support their answers. ("she and I were the Americans in the family," "We had been born in New York City")

Content Vocabulary

Read aloud the word and definition. Have a student read the sentence that contains the Content Vocabulary word *mischief*. **Ask:** Which people probably help Julia do mischief? (her troublemaking friends)

To Sum Up

Beginning/Intermediate Have students work in pairs to reread the To Sum Up statements on pages 150 and 151. Then have students decide together why there may be confusion about names. Provide the following sentence frame for students to complete.

People are confused about Julia's and Mauricia's names because _____. (they are Spanish names and hard for non-Spanish speaking people to pronounce)

Differentiated Instruction

Clarify the Text Help students understand how Julia's names affected her.

Beginning Remind students that people use names to help define things in the world. **Ask:** Did anyone at school call Julia by her real name? (yes/no) Why? (She wanted to fit in.)

Intermediate Remind students that Julia's aunts and uncles called her by her real name. **Ask:** What kinds of names do Julia's friends call her at school? (They call her "Jules" and "Hey Jude.") Which name do you think Julia prefers, her real name or the ones her friends call her? (She might prefer her new names because they make her popular.)

Advanced/Advanced High Explain to students that Julia associated America with having fun and the Dominican Republic with her older, old-fashioned relatives. **Ask:** Who are the "old world folk" Julia talks about? (her aunts and uncles.) How does Julia feel about them? (She wants them to leave so that she can do mischief with her friends in America.)

Interactive Question-Response

Content Vocabulary

Read aloud the word and definition. **Ask:** *What does it mean to transport a name across a border? (This means that when you move from one country to another you take your name with you.)*

transport (trans pôrt') *v.* carry



To Sum Up

- Ana, Julia's younger sister, has the easiest name.
- Ana looks the least Hispanic.

152

50 and Georges and Johns to reveal the rich, noisy name of *Mauricia*, so when her turn came to brag, she gave her baby's name as *Maureen*.

"Why'd ya give her an Irish name with so many pretty Spanish names to choose from?" one of the women asked her.

My mother blushed and admitted her baby's real name to the group. Her mother-in-law had recently died, she apologized, and her husband had insisted that the first daughter be named after his mother, *Mauran*. My

60 mother thought it the ugliest name she had ever heard, and she talked my father into what she believed was an improvement, a combination of *Mauran* and her own mother's name *Felicia*.

"Her name is *Mao-ree-chee-ah*," my mother said to the group.

"Why that's a beautiful name," the new mothers cried.

"*Moor-ee-sha, Moor-ee-sha*," they cooed into the pink blanket.

Moor-ee-sha it was when we returned to the States
70 eleven years later. Sometimes, American tongues found even that mispronunciation tough to say and called her *Maria* or *Marsha* or *Maudy* from her nickname Maury. I pitied her. What an awful name to have to transport across borders!

My little sister, Ana, had the easiest time of all. She was plain *Anne*—that is, only her name was plain, for she turned out to be the pale, blond "American beauty" in the family. The only Hispanic-seeming thing about her was the affectionate nickname her boyfriends sometimes gave her,

80 *Anita*, or as one goofy guy used to sing to her to the tune of

Word Study

BLM

Prefix *mis-*

Have students find the word *mispronunciation* on page 152. Write *pronunciation* on the board. **Model** *Pronunciation is the way that someone says a word out loud.* Remind students that a prefix is set of letters that is added to the beginning of a base word. Write the prefix *mis-* in front of the word *pronunciation*. Tell students that the prefix *mis-* means "badly" or "incorrectly." So a *mispronunciation* is when someone says something incorrectly. Write the word *misunderstand* on the board. **Ask:** *What do you think misunderstand means? (to understand incorrectly)* Then have students practice prefixes by completing the activity on page A22.

the Chiquita Banana advertisement, *Anita Banana*.

Later, during her college years in the late '60s, there was a push to pronounce Third World⁵ names correctly. I remember calling her long distance at her group house and a roommate answering.

"Can I speak to Ana?" I asked, pronouncing her name the American way.

"Ana?" The man's voice hesitated. "Oh! you mean *Ah-nah!*"

Our first few years in the States, though, ethnicity⁶ was

90



serape

not yet "in." Those were the blond, blue-eyed, bobby socks years of junior high and high school before the '60s **ushered in** peasant blouses, hoop earrings, serapes.

My initial desire to be known by my correct Dominican name faded. I just wanted to be

5. **Third World** countries are poorer countries, mainly in Latin America, Africa, and Asia.

6. **Ethnicity** is a word for certain things that a group of people shares, such as language, culture, history, and race.

REFLECT

Analyze Theme

How does Julia feel about her name when she first comes to New York City? How does she feel about her name now? Why have her feelings changed?

Possible answer: When Julia first arrives in New York City, she wants people to pronounce her name correctly. But by the time she reaches high school, she doesn't want to be different. She wants to fit in, so she doesn't really mind her new names.



Talk about your answer with a partner.

Ushered in means "introduced."

faded (fād' id) lost strength; lessened



To Sum Up

- Julia wants to fit in.
- The way Julia speaks and her looks gives her away.

Names/Nombres

153

Interactive Question-Response

Content Vocabulary

Have a student read aloud the sentence containing the Content Vocabulary word *faded*.

Ask: *Why did Julia no longer want to be called by her Dominican name? (Her desire faded because she wanted to become fully American like students around her.)* Encourage students to use the word *faded* in their answers.

Reflect

Partner Talk Have students work in pairs to answer. To help students get started: **Model** *To answer, I would first think about when Julia comes to New York. She wants to correct the officer who says her name incorrectly. She feels proud of her name and does not want it to change. Then I would think about how she feels later.* **Ask:** *Does she feel the same way about her name later, or does she change her mind? (She changes her mind.)* Provide the following sentence frames to help students organize their thoughts.

When Julia first comes to America, she feels _____ (upset) when the officer pronounces her name wrong. She feels this way because _____. (she is proud of her family name)

In high school, Julia feels _____ (comfortable) about other students' nicknames for her. She feels this way because _____ (she understands that everyone has nicknames and wants to fit in)

Interactive Question-Response

Content Vocabulary

Read aloud the word and definition. Have a student read aloud the sentence containing the Content Vocabulary word *continent*. **Ask:** *Why are people unsure what continent the Dominican Republic is on? (People do not know where the Dominican Republic is located.)* Then read aloud the word and definition of *shame*. **Ask:** *Why does Julia feel shame when people ask questions about where she is from? (She doesn't want to be seen as different. She wants to be seen as the same as all other Americans.)*

Literary Element Anecdote

If students have difficulty responding: **Model** *When I read this anecdote I thought Julia's friends were just curious. When they continue to question her, it is clear they do not know where the Dominican Republic is. I think Julia feels shame because she wants to be seen as the same, not different.* **Ask:** *What does this anecdote tell you about Julia? (She doesn't want to be different. She wants to be accepted, and not draw attention.)*

Academic Vocabulary

Explain that Julia Alvarez was embarrassed by her Dominican name, despite the fact that it is **distinctive** and rich. *Distinctive* means "different from others." Think about a personal quality that makes you distinctive. What is the quality, and what makes it distinctive? **Model** *Something that makes me distinctive is my red hair. Not that many people have red hair. I think it makes me look interesting.*

continent (kont' ə n ə nt) *n.* one of the seven main pieces of land on Earth



Literary Element

Anecdote Julia tells an anecdote about the time when her classmates asked her where her family is from. How do Julia's classmates make her feel? Check the correct answer.

- ☐ angry
☒ ashamed
☐ jealous

shame (shām) *n.* a bad feeling brought about by having done something wrong



To Sum Up

- ▶ Julia tells her friends that her family is from the Dominican Republic.
- ▶ She feels ashamed because she feels different from her friends.
- ▶ She feels uncomfortable when her family shows up to school events.

154

Judy and **merge** with the Sallys and Janes in my class. But **inevitably**, my accent and coloring gave me away. "So where are you from, Judy?"

"New York," I told my classmates. After all, I had been born blocks away at Columbia Presbyterian Hospital.

"I mean, *originally*."

"From the Caribbean," I answered vaguely, for if I **specified**, no one was quite sure what continent our island was on.

"Really? I've been to Bermuda. We went last April for spring vacation. I got the worst sunburn! So, are you from Portoriko?"

"No," I shook my head. "From the Dominican Republic."

"Where's that?"

"South of Bermuda."⁷

They were just being curious, I knew, but I burned with shame whenever they singled me out as a "foreigner," a rare, exotic friend.

"Say your name in Spanish, oh please say it!" I had made mouths drop one day by rattling off my full name, which according to Dominican custom, included my middle names, mother's and father's surnames for four generations back.

"Julia Altagracia Maria Teresa Alvarez Tavares Perello Espaillat Julia Pérez Rochet González," I pronounced it slowly, a name as chaotic⁸ with sounds as a Middle Eastern bazaar or market day in a South American village.

I suffered most whenever my extended family attended school occasions. For my graduation, they all came, the whole noisy, foreign-looking lot of old, fat aunts in their

Vocabulary

merge (murj) *v.* to join together

inevitably (i nev' ə tə blē) *adj.* in a way that cannot be kept from happening

specified (spes' ə fid') *v.* explained or described in detail

⁷ **Bermuda** is a group of islands in the Atlantic Ocean. When Julia's classmates say **Portoriko**, they mean "Puerto Rico."

⁸ **Chaotic** means "busy and confusing."

dark mourning dresses and hair nets, uncles with full, droopy mustaches and baby-blue or salmon-colored suits and white pointy shoes and fedora⁹ hats, the many little cousins who snuck in without tickets. They sat in the first row in order to better understand the Americans' fast-spoken English. But how could they listen when they were constantly speaking among themselves in florid-sounding phrases, rococo consonants,¹⁰ rich, rhyming vowels. Their loud voices carried . . .

How could I introduce them to my friends? These relatives had such complicated names and there were so many of them, and their relationships to myself were so convoluted. There was my Tía Josefina, who was not really an aunt but a much older cousin. And her daughter, Aída Margarita, who was adopted, *una hija de crianza*. My uncle of affection, Tío José, brought my *madrina* Tía Amelia and her *comadre* Tía Pilar. My friends rarely had more than their nuclear family to introduce.

After the commencement¹¹ ceremony my family waited outside in the parking lot while my friends and I signed yearbooks with nicknames which recalled our high school good times: "Beans" and "Pepperoni" and "Alcatraz." We hugged and cried and promised to keep in touch.

Our good-byes went on too long. I heard my father's voice calling out across the parking lot, "Hoo-lee-tah! *Vámonos!*"¹²

Back home, my *tíos* and *tías* and *primas*, Mami and Papi, and mis *hermanas* had a party for me with *sancocho* and a storebought *pudding*,¹³ inscribed with Happy Graduation, Julie. There were many gifts—that was a plus to a large family! I got several wallets and a suitcase with my initials and a graduation charm from my godmother

9. A *fedora* is a type of soft felt hat.

10. *Florid* and *rococo* both mean "very showy or flowery." The relatives are using very showy or flowery-sounding language.

11. A *commencement* is a graduation ceremony.

12. *Vámonos!* (vá' mā nōs) means "Let's go!"

13. *Puddin'* (pōōdēn') is a pudding.

130



Comprehension Check

Underline why Julia does not want to introduce her extended family to her friends.

140

ceremony (ser' ə mō' nē) *n.* a special celebration



recalled (ri' kold) *v.* remembered; called to mind

150



Inscribed with means "labeled."

To Sum Up

- Julia's family comes to her high school graduation.
- Julia and her friends sign yearbooks.
- Julia's family has a graduation party for her.

Names/Nombres

155

Interactive Question-Response

Comprehension Check

Ask students to share what they underlined in the text. **Ask:** *How were her friends' families different from hers? (Her friends' families were not as large as hers. Their names were easier to pronounce.)*

Content Vocabulary

Read aloud the word and definition of *ceremony*. **Ask:** *How is commencement a ceremony? (Commencement is a ceremony that celebrates people graduating from school.)* Then read aloud the word and definition of *recalled*. **Ask:** *How do yearbooks and nicknames help people recall memories? (Pictures in yearbooks and nicknames people call each other remind them of the good times they used to have.)*

Differentiated Instruction

Clarify the Text Help students understand why Julia is so embarrassed by her family.

Beginning Read aloud the first bullet in the To Sum Up box. **Ask:** *Is Julia's family like the families of her classmates? (yes/no) Do you think she feels comfortable when her friends meet her family, or do you think she feels embarrassed? (She might feel embarrassed.)*

Intermediate Have partners read aloud the boxed text on page 155. **Ask:** *Why did her family sit in the front row? (They wanted to sit closer to understand the English that was being spoken.) Why did Julia feel uncomfortable with her family sitting in the front row? (Her family talked, and their voices could be heard.)*

Advanced/Advanced High Point out to students that Julia was uncomfortable with her family for more than one reason. **Ask:** *What were two reasons that Julia was uncomfortable with her family at her graduation? (She thought that there were too many members of her family attending, and she also was embarrassed by them talking during the ceremony.)*

Interactive Question-Response

Literary Element Anecdote

Have students share their answers. Point out the gifts that her family gives Julia for her graduation.

Ask: *What is the gift that Julia appreciates the most? (the typewriter) Why? (It encourages her to keep writing stories and poems.)*

To Sum Up

Beginning/Intermediate Have students work in pairs to reread all the To Sum Up statement on pages 154–156. **Ask:** *How does Julia feel about her family? How does Julia's family feel about her?* Have students discuss and answer these questions. Provide the following sentence frames.

Julia feels _____ (ashamed) of her family.

Julia's family feels _____ (proud) of her.



Literary Element

Anecdote Alvarez describes her high school graduation. Even though her family embarrasses her, she appreciates them because

they encourage her to

become a writer

160 and money from my uncles. The biggest gift was a portable typewriter from my parents for writing my stories and poems.

Someday, the family predicted, my name would be well-known throughout the United States. I laughed to myself, wondering which one I would go by.

To Sum Up

- Julia's family gives her a typewriter.
- Her family tells her she will become a famous writer.
- Julia wonders what name she will use when she is a writer.

Vocabulary Check

A. Circle the picture that best answers the question.

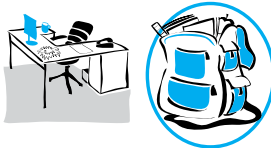
1. Which picture shows a **continent**?



2. Which person has just **recalled** something?



3. Which item does Antoine **transport** to school everyday?



4. Which person is about to **declare** something?



B. For each example, fill in the letter of the vocabulary word that has the same meaning.

5. feeling bad about doing something wrong s h a m e

6. a wedding c e r e m o n y

7. misbehavior m i s c h i e f

8. weakened f a d e d

C. Circle the letter of the sentence that correctly uses the vocabulary word.

9. a. **Ironically**, I passed the test after I studied for it.

b. **Ironically**, I passed the test when I did not study for it.

11. a. The two streets will **merge** into one street.

b. The two streets will **merge** into four streets.

10. a. I **specified** how I wanted my hair cut. I described the style in detail.

b. I **specified** how I wanted my hair cut. I told the barber to be creative.

12. a. I **inevitably** am always on time when I am in a hurry.

b. I **inevitably** lose my backpack when I am in a hurry.

Vocabulary Check

C. Advanced

Complete question 9 as an example for students.

Model *I'm going to read the first sentence and see if it makes sense. Ironically, I passed the test after I studied for it. I know that "ironically" means something happened in a way that is different from what is expected. If I studied for the test, would I expect to pass it? I think so. I don't think the word ironically makes sense here.*
Read aloud the second sentence and continue to model your thought process. Select the second sentence as the correct answer. Encourage students to use the same procedure with numbers 10, 11, and 12.

Grammar Link

BLM

Run-on Sentences

Prepare students to complete the activity master on page A23. Read the grammar instruction with students and complete the first item with them to help them get started.

Comprehension Check

C. Advanced

Encourage students to reread the questions before answering. Tell them that the best way to answer is to look back in the story for the section that will help them answer the question. **Model** / *am going to turn back to the page that talks about Judy Alcatraz. If I scan each page, I find the words "Judy Alcatraz" on page 151. The narrator talks about how no one would know that she was Judy Alcatraz, because that is not her real name.* **Ask:** *What might be serious about people not knowing your real name? (No one knows who you really are.)*

After Reading Have students complete the after reading activity on page 266.

Names/Nombres

Comprehension Check

A. What happens in "Names/Nombres"? Use the diagram to show the events in order. Write the letter of the event in the correct box.

Beginning

c



Middle

a



End

b

a. Julia's classmates give her various nicknames, including Jules, Hey Jude, and Alcatraz. Julia is embarrassed by her foreign family. She just wants to fit in.

b. Julia's family goes to her graduation. They embarrass her, but she knows they are very supportive of her. They encourage her to become a famous writer.

c. Julia and her family arrive in New York City. She is upset because no one can pronounce her name correctly.

B. Complete the sentences below.

- When Julia's father speaks to the immigration officer, the officer calls her father Mr. Elbures instead of Mr. Alvarez.
- Julia's sister Mauricia has the hardest time adjusting because her name does not translate into English.
- Julia's family embarrasses her at graduation because they are noisy and foreign-looking.

C. Answer the questions below.

- Julia imagines her name written as "Judy Alcatraz" on a Wanted Poster. What makes this part of the story serious? What makes this funny? Nobody makes the effort to pronounce her name correctly. Julia has a sense of humor about the situation. She imagines that she has complete freedom to cause trouble because nobody knows her real name.
- Julia's classmates ask her if she is from *Portoriko*. What makes this part of the story serious? What makes this funny? Julia feels ashamed when her friends single her out. Julia isn't even from Puerto Rico. The reader can hear how poorly her classmates pronounce "Puerto Rico."

For more practice, see page 266.



Writing Link

BLM

Journal Entry

Have students work in small groups to recall the main anecdotes in the autobiography. Ask students to identify the main event in each and to discuss how Julia is feeling in each one. Then ask each student to choose his or her favorite anecdote. Have students pretend they are Julia. They will write a journal entry in first person from Julia's perspective. Ask them to explain what happened and how Julia feels. Students may choose to write a formal summary of their chosen anecdote; they should then adapt their summaries into more conversational spoken English.



7.3 Analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support understanding.

LANGSTON TERRACE

LANGSTON TERRACE

by Eloise Greenfield
and Lessie Jones Little

and

Home



by Gwendolyn Brooks

Langston Terrace and Home

159

Oral Language

Build Background

Read the titles and the names of the authors. Explain that students will read an essay and a short story about two homes. **Ask:** *Why do people care about their homes? (because they spend a lot of their time there) Is a home just a house or apartment, or is it more than that? (A home is also a place where you feel comfortable and safe.)*

Talk About the Essay and the Short Story

Explain that each selection is about a home.

Beginning Have students draw a picture of a home. **Ask:** *When you think about your home, do you think about your family? (yes/no).*

Intermediate Explain that homes can be houses or apartments. People might call a city their home. **Model** *When I think of home, I think of the whole city of San Jose. I grew up there.* Work with students to write a list of places they might call home.

Advanced/Advanced High Have students discuss the idea of home not only as a building or a city, but also as a group of people. **Ask:** *What people are part of your home? (family, neighbors, people who have visited)*

Lesson at a Glance

Oral Language

- Build Background
- Talk about the Essay and Short Story

Vocabulary

- Content Vocabulary

Phonics

- Consonant Clusters with *cr*
- Long /e/

Literary Element

- Tone

Reading Skill

- Compare and Contrast

Writing Link

- Journal Entry

Fluency

- Expression and Intonation: Bring Out Meaning

Grammar Link

- Simple and Compound Sentences



Technology

- Student Works™ Plus
- Teacher Works™ Plus
- Listening Library Audio CD
- Classroom Presentation Toolkit
- Glencoe Visual Vocabulary
- Skill Level Up!™ A Skill-Based Language Arts Game

Interactive Question-Response

Connect to the Essay and Short Story

Read aloud the Connect to the Essay and Short Story. Reproduce the web on the board. **Model** *When I think of home, I think of laughing with my brothers and sisters. To me, home is a place where you laugh. It is also a place where your brothers and sisters live.* Model writing your response in the web, and have volunteers suggest other responses. Then have individuals fill in their own webs.

Literary Element Tone

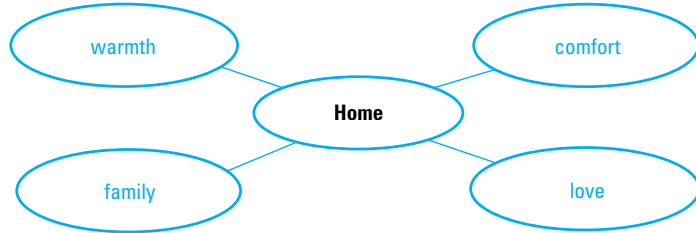
Read the aloud the Literary Element. Write the following sentences on the board: *I had the best time on my trip. It was a dark and stormy night. It was the silliest outfit I had ever seen.* Read each sentence aloud. **Ask:** *What kind of tone would a story with this beginning have? Would it be happy or sad?* Prompt students to explain their answers.

Reading Skill Compare and Contrast

Read aloud the Reading Skill. Refer to the sentences on the board and prompt students to compare and contrast. **Ask:** *Which stories might have a similar tone? (The first and last stories.) Which story might have a scarier tone than the others? (The second story.)*

Connect to the Short Story and Essay

Think about the word *home*. What do you think makes a place a home? Complete the web with words that show your own ideas of what home is.



Literary Element Tone

Tone is how an author or narrator feels about a certain subject. The author's tone may be serious, funny, sad, or something else. You can figure out the tone when you look at the words, images, and other details that the author uses. For example, if the author uses words like *friendly* and *nice* to describe a person, you could say that the tone is happy.

When you know the tone, you can understand the main idea or theme better. As you read, ask yourself how the tone of the essay supports the theme of each selection.

Reading Skill Compare and Contrast

When you **compare** you see how things are the same. When you **contrast** you look at how things are different. When you compare and contrast the texts, it can help you understand the theme. As you read, ask yourself,

- What are the tones of the selections?
- Are the tones of the selections the same, or different?
- What can I learn when I compare the tones of the selections?

Talk with a partner about the pictures. Discuss how the pictures help you learn the words.

Content Vocabulary

crowded (krou' did) *adj.*
with many people, too close together
The school bus is very crowded in the morning.



neighborhood (nā' bər hood') *n.* people and buildings in one part of an area
Luis goes to the library in his neighborhood.



furniture (fər' ni chər) *n.*
objects in a room like chairs and tables
The house is full of furniture from my grandmother.



community (kə mū' nə tē) *n.* group of people who live in the same area
Our community uses the school for many activities.
► Cognate (Spanish) **Comunidad**



lawn (lōn) *n.* land around a house that is covered with grass
The house has a large, green lawn in the front.



extension (iks ten' shən) *n.*
a longer period of time
Tara turned in her uniform on Monday instead of Friday because she had an extension.



relief (rī lēf') *n.* when something painful or troubling stops
It was a relief that I passed the test.



homeowners (hōm' ō' nərz) *n.* people who own the place they live in
Two homeowners on my street bought their houses in May.



For more practice, see page 267.

Langston Terrace and Home

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Vocabulary Routine

To introduce the vocabulary, read aloud the words and definitions in the student book and have students repeat after you. Discuss how the pictures illustrate the words or sentences. Then follow the vocabulary routine below.

Content Vocabulary

Define: If something is **crowded**, it is full of people or objects. **Example:** The streets were crowded with cars. **Ask:** What word means the opposite of crowded? **ANTONYM**

A **neighborhood** is an area of a town. *I know most of the people in my neighborhood.* Describe what makes up a neighborhood. **DESCRIPTION**

Tables, chairs, couches, and beds are pieces of **furniture**. *When we shopped for furniture, we looked at couches and big, soft chairs.* What furniture is in our classroom? **EXAMPLE**

A **community** is a group of people who live in the same area. *Our community has a holiday party every year.* What other vocabulary word might be a synonym for community? **SYNONYM**

The grassy area around a house is called a **lawn**. *In spring and summer, I mow our lawn every week.* Does a boat have a lawn? **EXPLANATION**

An **extension** is a longer period of time. *I asked for an extension on my homework assignment because I needed more time.* If you could have an extension on one part of your homework, what part would it be? **EXAMPLE**

When something painful or troubling is stopped, it is a **relief**. *We stood in front of the fan to get relief from the heat.* What would you do to get relief from cold weather? **EXAMPLE**

Homeowners are people who own their home. *It was great to become homeowners and paint our house any color we chose.* What is another thing a homeowner might want to change? **EXPLANATION**

Vocabulary Practice Have students complete the vocabulary practice activity on p. 267.

Phonics

Consonant Clusters with r

Tell students they are going to practice consonant cluster *cr*. Tell them that the consonants are blended, but each consonant keeps its own sound. Ask students to find a vocabulary word with the consonant cluster *cr* at the beginning of the word (*crowded*). Slowly pronounce the word, and have students show one and two fingers, respectively, when they hear /c/ and /r/. Then have students say the word.

Ask students to find words with an initial *cr* on pages 165 (*crochet, crack*) and 168 (*cry*). Briefly explain their meanings, and have students repeat them.

Interactive Question-Response

Comparing Literature

Have students share what they underlined.

Ask: *How does the author feel about Langston Terrace? (proud, happy) If the author was saying the first sentence aloud, how do you think it would sound?* Have students read the sentence the way they think the author would.

Content Vocabulary

Read aloud the word and definition of *crowded*. Have a student read the sentence containing the word. **Ask:** *What was the author's house crowded with? (people)* Then read aloud the word and definition of *neighborhood*. **Ask:** *What part of this sentence describes the neighborhood? ("where most of the other children already know each other")*



Comparing Literature

The narrator creates the tone of happiness and excitement in the first paragraph. Underline the words that the author uses to create the tone.

crowded (krou' did) *adj.* with many people; too close together



neighborhood (nā' bə hood') *n.* people and buildings in one part of an area



To Sum Up

- Langston Terrace is a low-rent housing project.
- The narrator does not want to move.

LANGSTON TERRACE

I fell in love with Langston Terrace the very first time I saw it. Our family had been living in two rooms of a three-story house when Mama and Daddy saw the newspaper article telling of the plans to build it. It was going to be a low-rent housing project¹ in northeast Washington, and it would be named in honor of John Mercer Langston, the famous black lawyer, educator, and congressman.

So many people needed housing and wanted to live there, many more than there would be room for. They were all filling out applications,² hoping to be one of the 274 families chosen. My parents filled out one, too.

I didn't want to move. I knew our house was crowded—there were eleven of us, six adults and five children—but I didn't want to leave my friends, and I didn't want to go to a strange place and be the new person in a neighborhood and a school where most of the other children already knew each other. I was eight years old, and I had been to three schools. We had moved five times since we'd been in Washington, each time trying to get more space and a better place to live. But rent was high so we'd always lived in a house with relatives and friends, and shared the rent.

1. The government builds homes called **housing projects**. They are homes for people who have little money.

2. **Applications** are forms that ask for information. People fill out applications when they want to get a job, go to college, and rent a house or an apartment.

One of the people in our big household was Lillie, Daddy's cousin and Mama's best friend. She and her husband also applied for a place in the new project, and during the months that it was being built, Lillie and Mama would sometimes walk fifteen blocks just to stand and watch the workmen digging holes and laying bricks. They'd just stand there watching and wishing. And at home, that was all they could talk about. "When we get our new place . . . If we get our new place . . ."

30

Lillie got her good news first. I can still see her and Mama standing at the bottom of the hall steps, hugging and laughing and crying, happy for Lillie, then sitting on the steps, worrying and wishing again for Mama.

Finally, one evening, a woman came to the house with our good news, and Mama and Daddy went over and picked out the house they wanted. We moved on my ninth birthday. Wilbur, Gerald, and I went to school that morning from one house, and when Daddy came to pick us up, he took us home to another one. All the furniture had been moved while we were in school.

40

Langston Terrace was a lovely birthday present. It was built on a hill, a group of tan brick houses and apartments with a playground as its center. The red mud surrounding the concrete walks had not yet been covered with black soil and grass seed, and the holes that would soon be homes for young trees were filled with rainwater. But it still looked beautiful to me.



Comprehension Check

Reread the boxed text. How old is the narrator when the family moves to Langston Terrace?

- ☐ 7 years old
☒ 9 years old
☐ 12 years old

furniture (fər' ni chər) *n.* objects in a room like chairs and tables



To Sum Up

- A woman tells the family they can move to Langston Terrace.
- The children go to the new house after school.
- The narrator thinks it is beautiful.

Langston Terrace

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Interactive Question-Response

Comprehension Check

Ask students to share their answer. **Ask:** Which word in the text helps you answer the question? (*ninth*)

Content Vocabulary

Have a student read aloud the word and definition of *furniture*. Ask students to brainstorm a list of furniture that people have in their homes.

Model *Many people have a couch. I'm going to write couch on the list.* Have students add to the list.

Differentiated Instruction

Clarify the Text Help students understand how the family feels about moving in to Langston Terrace.

Beginning Read aloud the text in the To Sum Up box. **Ask:** *Is the author happy about moving to Langston Terrace? (yes/no) Does she think it looks beautiful or ugly? (beautiful)*

Intermediate Have partners read aloud the boxed text on page 163. Then have them complete these sentence frames: *The author thinks of the new house as a _____ present. (birthday)*

Advanced/Advanced High Help students summarize the main ideas in the selection so far. Have students generate a list of words that tell how the author and her family feel about moving to Langston Terrace, such as *proud, excited, and hopeful*.

Interactive Question-Response

Content Vocabulary

Read aloud the word and definition of *community*.

Ask: *Why wasn't the narrator the only new person in the community? (Everyone in the community was new.)*

Comprehension Check

If students have difficulty responding: **Model** *I'm going to look at paragraph 2. It says that most of the parents thought of Langston Terrace as an in-between place. They were glad to be there, but they had another dream, too. Ask: What was their other dream? (to save enough money to pay for their own house) Is Langston Terrace where the parents want to live for a long time? (yes/no)*

community (kə mū' nə tē) *n.*
group of people who live in the same area



In-between place means "the place they are staying for just a little while."



Comprehension Check

How do the details in the second paragraph change the tone of the essay? Check all correct answers.

- ☒ The tone becomes serious.
- ☒ The tone changes from loving to realistic.
- ☐ The tone becomes hopeful.

To Sum Up

- The buildings and people in the neighborhood are new.
- The children make friends.
- The adults save money to buy their own homes.

We had a whole house all to ourselves. Upstairs and downstairs. Two bedrooms, and the living room would be my bedroom at night. Best of all, I wasn't the only new person. Everybody was new to this new little community, and by the time school opened in the fall, we had gotten used to each other and had made friends with other children in the neighborhood, too.

I guess most of the parents thought of the new place as an **in-between place**. They were glad to be there, but their dream was to save enough money to pay for a house that would be their own. Saving was hard, though, and slow, because each time somebody in a family got a raise on the job, it had to be reported to the manager of the project so that the rent could be raised, too. Most people stayed years longer than they had planned to, but they didn't let that stop them from enjoying life.

They formed a resident council to look into any neighborhood problems that might come up. They started a choral group and presented music and poetry programs on Sunday evenings in the social room or on the playground. On weekends, they played horseshoes and softball and other games. They had a reading club that met once a week at the Langston branch of the public library, after it opened in the basement of one of the apartment buildings.

The library was very close to my house. I could leave by my back door and be there in two minutes. The playground was right in front of my house, and after my sister Vedic was born and we moved a few doors down to a three-bedroom house, I could just look out of my bedroom window to see if any of my friends were out playing.

There were so many games to play and things to do. We played hide-and-seek at the lamppost, paddle tennis and shuffleboard, dodge ball and jacks. We danced in fireplug showers, jumped rope to rhymes, played "Bouncy, Bouncy, Bally," swinging one leg over a bouncing ball, played baseball on a nearby field, had parties in the social room and bus trip to the beach. In the playroom, we played Ping-Pong and pool, learned to sew and embroider and crochet.

For us, Langston Terrace wasn't an in-between place. It was a growing place, a good growing-up place. Neighbors who cared, family and friends, and a lot of fun. Life was good. Not perfect, but good. We knew about problems, heard about them, saw them, lived through some hard ones ourselves, but our community wrapped itself around us, put itself between us and the **hard knocks**, to cushion the blows.

It's been many years since I moved away, but every once in a long while I go back, just to look at things and remember. The large stone animals that decorated the playground are still there. A walrus, a hippo, a frog, and two horses. They've started to crack now, but I remember when they first came to live with us. They were friends, to climb on or to lean against, or to gather around in the evening. You could sit on the frog's head and look way out over the city at the tall trees and rooftops.

Hard knocks are problems or the bad times in life.

To Sum Up

- Langston Terrace is a good place for children to live.
- The narrator goes back and remembers the good times.

Interactive Question-Response

To Sum Up

Beginning Have partners read the statements in the To Sum Up box. **Ask:** *Which statement tells that the author has fond memories of Langston Terrace? (The narrator goes back and remembers the good times.)*

Interactive Question-Response

Comparing Literature

Ask students to share what they underlined. **Ask:** *What is the tone in this part of the essay? (happy)*

If students have trouble responding: **Model**
Calling Langston Terrace just Langston is like giving it a nickname. It's almost like Langston is a good friend. The narrator says that Langston was home. I think she has good memories of living there.

Comprehension Check

Ask students to share their answers. **Ask:** *How do you know that the narrator is an adult? (She says that she and her old neighbors have children of their own now.)*



Comparing Literature

Underline the words that show the tone at the end of this essay.



Comprehension Check

How old is the narrator at the end of the essay? How do you know? Explain.

Possible answer: She is an
adult. I know because she
talks about old friends and
having children.

Nowadays, whenever I run into old friends, mostly at a funeral, or maybe a wedding, after we've talked about how we've been and what we've been doing, and how old our children are, we always end up talking about our childhood in our old neighborhood. And somebody will say, "One of these days we ought to have a Langston reunion."³

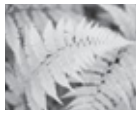
110 That's what we always called it, just "Langston," without the "Terrace." I guess because it sounded more homey. And that's what Langston was. It was home.

To Sum Up

- The children from Langston Terrace are now adults.
- They call the community Langston because it sounds more like home.

3. A **reunion** is a gathering of people who have been apart for a while.

Home



Michigan fern

What had been wanted was this always, this always to last, the talking softly on this porch, with the snake plant in the jardiniere in the southwest corner, and the obstinate slip¹ from Aunt Eppie's magnificent Michigan fern at the left

side of the friendly door. Mama, Maud Martha and Helen rocked slowly in their rocking chairs, and looked at the late afternoon light on the lawn, and at the emphatic iron of the fence and at the poplar tree. These things might soon be theirs no longer. Those shafts and pools of light, the tree, the graceful iron, might soon be viewed possessively by different eyes.

Papa was to have gone that noon, during his lunch hour, to the office of the Home Owners' Loan. If he had not succeeded in getting another extension, they would be leaving this house in which they had lived for more than fourteen years. There was little hope. The Home Owners' Loan was hard.² They sat, making their plans.

"We'll be moving into a nice flat³ somewhere," said Mama. "Somewhere on South Park, or Michigan, or in Washington Park Court." Those flats, as the girls and Mama knew well, were burdens on wages twice the size of Papa's. This was not mentioned now.



Comparing Literature

Underline the words that show the tone at the beginning of this short story.

lawn (lôn) *n.* land around a house that is covered with grass



extension (iks ten' shən) *n.* a longer period of time



To Sum Up

- Mama, Maud Martha, and Helen sit on the porch.
- They might lose the house and have to move.
- Papa tries to get an extension on the loan.

1. A **jardiniere** is a pretty pot or plant stand. Something that is **obstinate** is stubborn. A **slip** is a small part of a plant that is used to grow a new plant.

2. Here, **hard** is probably short for hard-hearted.

3. **Flat** is another word for apartment.

Interactive Question-Response

Content Vocabulary

Have a student read aloud the word and definition of **lawn**. **Ask:** *Are the women looking inside the house or outside the house? (outside)* Then have a student read aloud the word and definition of **extension**. Read aloud the first two sentences of the second paragraph. **Ask:** *What is Papa trying to get at the Home Owners' Loan office? (more time to repay the loan)*

Comparing Literature

Ask students to share what they underlined. **Ask:** *How is the tone of this story different from the tone at the beginning of the essay? (The essay was more hopeful. The beginning of the essay is sad because the people might lose their home.)*

Differentiated Instruction

Clarify the Text Support students in understanding what is worrying the family.

Beginning Read aloud the text in the To Sum Up box. **Ask:** *Do the women think they will get to keep their house forever? (yes/no)*

Intermediate Read aloud the second paragraph and have students fill in these sentence frames: *If Papa does not get a loan extension, they would have to _____ the house. (leave)*

Advanced/Advanced High Have students read the boxed text. **Ask:** *Why are the women making plans about moving? (They think they will lose their house. They think the Home Owners' Loan office will not give them more time to pay.)* If students have trouble responding, point out specific sentences and help students identify the text that will help them respond.

Interactive Question-Response

Comparing Literature

Ask students to read Helen's words aloud. **Ask:** *What does she say about the flats? (She says the flats are prettier than the house.) Why do you think Helen is saying negative things about the house? (It will be easier to leave if they think it is not such a great house.) What is the tone in this part of the story? (sad) What was the tone of "Langston Terrace"? (hopeful)*

To Sum Up

Beginning/Intermediate

Have a student read the To Sum Up statements on pages 167–168. Have students list the characters in the story and discuss with a partner how the characters feel at this point in the story. Provide sentence frames:

The characters feel _____. (worried) They are afraid they will lose _____. (their house.)



Comparing Literature

Is the tone the same as, or different than, the tone in "Langston Terrace"? Explain.

Possible answer: It is

different. The tone in

"Langston Terrace" was

hopeful. The tone here

is sad.

Doing that firing means "making sure the fire is burning for heat."

To Sum Up

- Mama talks about things she does not like in the house.
- Papa will be sad to leave the house.

"They're much prettier than this old house," said Helen. "I have friends I'd just as soon not bring here. And I have other friends that wouldn't come down this far for anything, unless they were in a taxi."

Yesterday, Maud Martha would have attacked her. Tomorrow she might. Today she said nothing. She merely gazed at a little hopping robin in the tree, her tree, and tried to keep the fronts of her eyes dry.

"Well, I do know," said Mama, turning her hands over and over, "that I've been getting tireder and tireder of **doing that firing**. From October to April, there's firing to be done."

"But lately we've been helping, Harry and I," said Maud Martha. "And sometimes in March and April and in October, and even in November, we could build a little fire in the fireplace. Sometimes the weather was just right for that."

She knew, from the way they looked at her, that this had been a mistake. They did not want to cry.

But she felt that the little line of white, somewhat ridged with smoked purple, and all that cream-shot saffron,⁴ would never drift across any western sky except that in back of this house. The rain would drum with as sweet a dullness nowhere but here. The birds on South Park were mechanical birds, no better than the poor caught canaries in those "rich" women's sun parlors.

"It's just going to kill Papa!" burst out Maud Martha. "He loves this house! He lives for this house!"

"He lives for us," said Helen. "It's us he loves. He wouldn't want the house, except for us."

4. **Cream-shot saffron** is a yellow color (saffron) mixed (shot) with a cream color.

Fluency

Expression and Intonation: Bring out Meaning

Intermediate/Advanced Tell students that they will be doing a choral reading of lines 33–43 on page 168. Remind students to read with expression and tone that matches the emotion, meaning, tone, or mood of the passage. Model the fluency skill as you read the text at a moderate tempo. Then have one student read a sentence. Have another student join in, and a third, and so on. When students reach the end of the passage, have pairs of students reread to each other. To assess individual fluency, use the Oral Reading Guidelines on page T13.

Beginning/Intermediate Have these students choral read only the first paragraph of the passage. Before they begin, model the pronunciation of the text. Then have students practice reading the paragraph in pairs before the choral reading.

"And he'll have us," added Mama, "wherever."

"You know," Helen sighed, "if you want to know the truth, this is a **relief**. If this hadn't come up, we would have gone on, just **dragged on**, hanging out here forever."

"It might," allowed Mama, "be an act of God. God may just have reached down, and picked up the reins."

"Yes," Maud Martha cracked in, "that's what you always say—that God knows best."

Her mother looked at her quickly, decided the statement was not suspect, looked away.

Helen saw Papa coming. "There's Papa," said Helen.

They could not tell a thing from the way Papa was walking. It was that same dear little staccato⁵ walk, one shoulder down, then the other, then repeat, and repeat. They watched his progress. He passed the Kennedys', he passed the vacant lot, he passed Mrs. Blakemore's. They wanted to hurl themselves over the fence, into the street, and shake the truth out of his collar. He opened his gate—the gate—and still his stride⁶ and face told them nothing.

"Hello," he said.

Mama got up and followed him through the front door. The girls knew better than to go in too.

Presently Mama's head emerged. Her eyes were lamps turned on.

relief (ri lēf') *n.* when something painful or troubling stops



Dragged on means "when something goes on longer than it should."

Work with a partner to use this expression in a sentence.

Interactive Question-Response

Content Vocabulary

Have a student read aloud the word and definition of **relief**. **Ask:** How will losing the house be a relief? What trouble will stop after they lose the house? (They will stop just hanging out. They will stop worrying about the house.)

To Sum Up

- Helen says it is a relief they will lose the house.
- Papa comes back from the meeting.
- After she talks to Papa, Mama looks happy.

5. **Staccato** means "made of short, sharp sounds or movements."

6. Papa's **stride** is his way of walking.

Phonics

Long Vowel /e/

Tell students that they are going to practice saying, listening to, identifying, and writing words with the long *e* sound. Explain that the letter *e* can make both a short *e* sound, as in the word *net*, and a long *e* sound, as in the word *tree*. Have students find the vocabulary word on this page in which the letter *e* makes the long *e* sound (*relief*). Slowly pronounce the word, and have students raise their hands when they hear the long *e* sound. Then have students repeat the word.

Ask students to identify the other vocabulary word with the long *e* sound (*community*).

Then instruct students to come up with three words with the long *e* sound on their own. Have them write one sentence using each of the words.

Interactive Question-Response

Content Vocabulary

Have a student read aloud the word and definition of *homeowners*. **Ask:** *Who are the homeowners in this story? (Mama, Helen, Martha Maud, and Papa)*

Comparing Literature

Have students share their descriptions. **Ask:** *What words in the story helped you find your answer?* Have students share what they underlined. If students have trouble responding: **Model** *Helen says she is going to give a party. To me, that means that she feels happy and she wants to share her happiness with others.*

Reflect

Partner Talk Have students work in pairs to answer. To help students get started: **Model** *This story started out with an anxious, worried tone, but it ends with a happy and relieved tone. Write the following sentence frames on the board to help students organize their thoughts.*

The tone at the end of this story is _____. (happy) The tone at the end of "Langston Terrace" is _____. (happy, nostalgic)

homeowners (hōm' ō' nərz) *n.*
people who own the place they live in



Comparing Literature

How would you describe the tone at the end of the story? Underline the words and phrases that help you figure it out.

Possible answer: The

tone is proud and happy.

To Sum Up

- Papa gets the extension on the loan.
- They are happy to stay in the house.
- Helen says she will have a party so friends can see she is a homeowner.

"It's all right," she exclaimed. "He got it. It's all over. Everything is all right."

The door slammed shut. Mama's footsteps hurried away.

"I think," said Helen, rocking rapidly, "I think I'll give a party. I haven't given a party since I was eleven. I'd like some of my friends to just casually see that we're homeowners."

REFLECT

Compare and Contrast

How does the tone at the end of "Home" compare with the tone at the end of "Langston Terrace"?

Possible answer: The tone of "Home" is of relief.

The tone of "Langston Terrace" is happy.

PARTNERS



Talk about your answer with a partner.

Vocabulary Check

A. Write the correct vocabulary word under each picture.

crowded

furniture

lawn



1. crowded



2. lawn



3. furniture

B. Complete the sentence with the vocabulary word that fits best.

extension

homeowners

neighborhood

4. We bought a house, so we are now homeowners.
5. Houses, a park, and a library are in my neighborhood.
6. Anabel asks for an extension, so she can take her test later.

C. Write a sentence to answer the question. Use one vocabulary word in the answer. Underline the word.

community

relief

7. What did the girls feel when Mama gave them the news that Papa got the extension?
They felt relief that their home would not be lost.
8. What made Langston Terrace more than just houses and apartments to the people that lived there?
Langston Terrace was a community with people that cared about each other.

Vocabulary Check

B. Intermediate

Read the first sentence stem aloud. Fill in the blank with the first word in the word bank.

Model We bought a house so we are now neighborhood. Does that make sense? (no) Why or why not? (A family is not a neighborhood.) Continue to substitute words from the word bank and discuss whether they make sense in the sentence. Have students write the correct answer in the blank.

Grammar Link

BLM

Simple and Compound Sentences

Prepare students to complete the activity master on page A24. Read the grammar instruction with students, and complete the first item with them to help them get started.

Comprehension Check

A. Beginning/Intermediate

If students have trouble responding, help them look back in the text for answers. Guide them to appropriate pages or paragraphs and have them identify the words that help them complete each sentence.

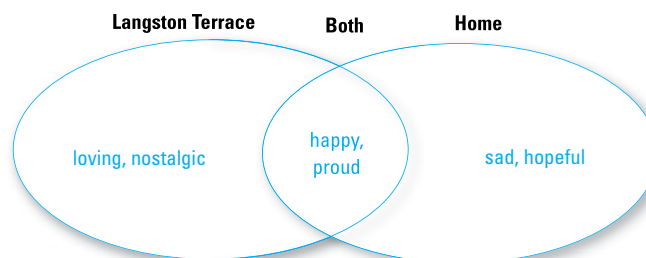
After Reading Have the students complete the activity on page 268.

Comprehension Check

A. Think about both “Langston Terrace” and “Home.” Then complete the sentences.

1. The narrator of “Langston Terrace” did not want to move because she didn’t want to leave her friends.
2. Helen wants to give a party at the end of “Home” because she wants to show her friends that they are now homeowners.

B. Compare the tone of the two selections. What is each author’s attitude toward the subject of home? Complete the diagram.



C. Both texts are about being proud of a home. Think about this idea and answer the questions.

3. List three reasons why the author thinks Langston Terrace was a good place to live.
The library was close; the playground was right in front of the house; neighbors cared about each other.
4. What is the main problem in “Home”? How does the tone help show this?
The family needs an extension on their home loan. If they do not get it, they must move out of their home. The tone adds to the nervous, sad feeling.
5. Why does the tone of “Home” change from sad to hopeful?
At first, the tone is sad because the family thinks that they will have to move; then it changes to hopeful because they do get the extension on the loan.

For more practice, see page 268.



Writing Link

Journal Entry

Students should write a journal entry about what the word *home* means to them. Have students think about the sights, sounds, and smells they think of when they think of home. Then have them think about the feelings they associate with the word. Instruct students to write down a few key words describing their impressions of home. Then they may begin writing their journal entry.



7.7 Understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support understanding.

New Directions



by Maya Angelou

New Directions 173

Oral Language

Build Background

Read the title and author. Explain that students will read “New Directions” by Maya Angelou, an African American author. **Ask:** *What are directions? (the ways something travels; north, south, west, and east) What does it mean if someone’s life is moving in new directions? (It is changing.)*

Talk About the Biography

Explain to students that the biography is about Annie Johnson, an African American woman who started her own business in Arkansas in 1903.

Beginning Remind students that Annie Johnson lived more than one hundred years ago. **Ask:** *Do you think Annie Johnson’s life was easy or hard? (hard)*

Intermediate **Ask:** *What would someone need to know to start his or her own business?* Write the following sentence frame on the board to help students organize their thoughts:

If I started my own business, I would want to know _____. (that people would buy what I was selling; how to make a lot of money; where to sell my products)

Advanced/Advanced High Help students generate a list of qualities that describe a person like Annie Johnson. **Model** *I think that Annie Johnson must have been extremely hard working.*

Lesson at a Glance

Oral Language

- Build Background
- Talk About the Biography

Vocabulary

- Selection Vocabulary
- Content Vocabulary

Phonics

- Short Vowel /e/

Literary Element

- Setting

Reading Strategy

- Make Predictions About Plot

Writing Link

- Speech

Comprehension

- Graphic Organizer BLM

Word Study

- Homophones BLM

Grammar Link

- Adjectives and Adverbs BLM

BLM

BLM

BLM

Technology

- Student Works™ Plus
- Teacher Works™ Plus
- Listening Library Audio CD
- Classroom Presentation Toolkit
- Glencoe Visual Vocabulary
- Skill Level Up!™ A Skill-Based Language Arts Game

Interactive Question-Response

Connect to the Biography

Read aloud the Connect to the Biography. **Model** *I was learning how to play the piano, but I didn't enjoy it. I told my parents I would rather learn how to play the violin. I started to take lessons, and soon I played violin in the school orchestra.* Have volunteers suggest other responses. Then have individuals write their own responses.

Literary Element Setting

Read aloud the Literary Element. Remind students that identifying the setting of a literary work is important because it helps the reader visualize when and where the story takes place. It also helps the reader better understand the characters and events in the story. Think of a story, a poem, or a movie that students are familiar with. Then ask a volunteer to identify the setting.

Reading Strategy Make Predictions about Plot

Read aloud the Reading Strategy. Remind students that making predictions about plot is important because it helps the reader stay interested and involved in the story. Then read aloud the title and the first paragraph of "New Directions." To help students get started, model answering the question. **Model** *I think this story will be about how Annie changes her life. I think life will be difficult for her, but I think she will do well in the future.* Have volunteers suggest other responses. Then have individuals write their own responses.

Connect to the Biography

Think about a time when you changed something in your life. What happened that made you change? Why did you make the change? Write about it below.

Possible answer: I was learning how to play the piano, but I did not enjoy it. I told my parents I would rather learn the violin. I started to take lessons, and now I play in the school orchestra.

Literary Element Setting

Setting is the time and place where the story takes place. Within the overall setting, the story takes place in several other places, such as the lumber mill.

Details about the setting help you understand the time of the story and see the place in your mind. As you read, think about how the setting makes things easier or harder for the character.

Reading Strategy Make Predictions About Plot

When you **make predictions about plot**, you guess what will happen next. To help you predict, think about what has happened so far and what you know about the characters. Make a guess about what could happen next.

Predicting helps you look forward to events in the plot and pay attention to important details. When you predict, you stay interested and involved in what you are reading.

Read the title and first paragraph of "New Directions." Think about what the author tells you about Mrs. Annie Johnson. What do you think this story will be about?

Selection Vocabulary Practice saying the words with a partner.

disastrous (di zas' tras) *adj.* awful, terrible
The picnic was disastrous because it rained.
 > Cognate (Spanish) **desastroso(a)**

conceded (kən sēd' əd) *v.* agreed; admitted as true
Angela conceded that Maria was a better tennis player.
 > Cognate (Spanish) **conceder**

aroma (ə rō' mə) *n.* a pleasant smell
The aroma of baking bread is one of my favorite smells.
 > Cognate (Spanish) **aroma**

balmy (bă' mē) *adj.* mild; soothing
Balmy days are my favorite because they are warm but not hot.

provisions (prə vizh' ənz) *n.* necessary supplies, especially food
We carefully packed provisions for our camping trip.
 > Cognate (Spanish) **provisiones**

Content Vocabulary

dissatisfaction
 (dis' sat is fak' shən) *n.*
 unhappiness, displeasure
Her dissatisfaction with her last test grade made her study harder.



discarding (dis kărd' ing) *v.*
 getting rid of
He is discarding old clothes to make room in his closet.

> Cognate(Spanish)
descartar



tempted (temp' təd) *v.*
 attracted to something,
 wanted to do something
He is often tempted to eat sweets.



ladled (lād' əl əd) *v.* took
 liquid in a long handled
 spoon from one place to
 another
The chef ladled the soup into our bowls.



blistering (blis' tar ing) *adj.*
 very extreme
It was a blistering summer day.



disappointed
 (dis' ə point' əd) *v.* failed to
 do something expected
My best friend has never disappointed me.



dependent (di pen' dənt)
adj. relying on someone for
 something
A child is dependent on adults for food.



embarrassment (em bar' əs mənt) *n.* a feeling of shame
She felt embarrassment when she gave the wrong answer.



For more practice, see page 269.

New Directions

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Vocabulary Routine

To introduce the vocabulary, read aloud the words and definitions in the student book and have students repeat after you. Discuss how the pictures illustrate the words or sentences. Then follow the vocabulary routine below.

Selection Vocabulary

Define: When something is **disastrous**, it is awful or terrible. **Example:** The *disastrous* hurricane left people without homes. **Ask:** What is another word for disastrous? **SYNONYM**

When something is **conceded**, it is admitted as true. *The candidate conceded that he had lost the election.* Describe a time when you conceded something. **DESCRIPTION**

An **aroma** is a pleasant smell. *The aroma of the apple pie made me hungry.* Give another example of an aroma. **EXAMPLE**

Continue the process with *balmy* and *provisions*.

Content Vocabulary

When someone feels **dissatisfaction**, that person feels unhappiness or displeasure. *My mother shows her dissatisfaction with my actions when she grounds me.* What is the opposite of dissatisfaction? **ANTONYM**

When someone is **discarding** something, that person is throwing the thing away. *She is discarding an old computer at the recycling center.* Why might someone discard something? **EXPLANATION**

If someone **tempted** you, that person made you want to do something. *I was tempted to cheat on the test.* Give an example of a time when you were tempted to do something. **EXAMPLE**

Continue the process with *ladled*, *blistering*, *disappointed*, *dependent*, and *embarrassment*.

Vocabulary Practice Have students complete the vocabulary practice activity on p. 269.

Phonics

Short Vowel /e/

Tell students that they are going to practice pronouncing and identifying the common short vowel sound /e/ spelled *e*. Write an example of a word containing the common vowel sound /e/ spelled *e* on the board, such as *end*. Slowly pronounce the word. Have students repeat the word. Write the Content Vocabulary words *tempted* and *embarrassment* on the board. Slowly pronounce the words. Have students raise their hands when they hear the common vowel sound /e/ spelled *e*.

Write the following words on the board that relate to the selection. Briefly explain their meanings, and have students pronounce them after you.

expected

domestic

step

rested

left

fresh

Interactive Question-Response

Background Information

Read aloud the Background Information. Ask students what they think it means that Annie Johnson made changes in her life. **Model** *I think this means that Mrs. Johnson was unhappy and decided to work to make her life better.*

Content Vocabulary

Read aloud the sentence containing the Content Vocabulary word *dissatisfaction*. **Ask:** *What is another word for dissatisfaction? (unhappiness)*

Background Information

Annie Johnson is the grandmother of the author, Maya Angelou. Angelou writes about the changes that Mrs. Johnson, an African American woman, made at a specific time in her life.

dissatisfaction (dis' sat is fak' shan)
n. unhappiness, displeasure



To Sum Up

- Mrs. Annie Johnson lived in Arkansas in 1903.
- Mr. Johnson left her with two sons and little money.

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In 1903 the late Mrs. Annie Johnson of Arkansas found herself with two toddling sons, very little money, a slight ability to read and add simple numbers. To this picture add a **disastrous** marriage and the burdensome¹ fact that Mrs. Johnson was a Negro.

When she told her husband, Mr. William Johnson, of her dissatisfaction with their marriage, he **conceded** that he too found it to be less than he expected, and had been secretly hoping to leave and study religion. He added that ¹⁰ he thought God was calling him not only to preach but to do so in Enid, Oklahoma. He did not tell her that he knew a minister in Enid with whom he could study and who had a friendly, unmarried daughter. They parted amicably,² Annie keeping the one-room house and William taking most of the cash to carry himself to Oklahoma.

Annie, over six feet tall, big-boned, decided that she would not go to work as a domestic³ and leave her "precious babes" to anyone else's care. There was no

Vocabulary

disastrous (di zas' tras) *adj.* awful, terrible
conceded (kan sed' ed) *v.* agreed, admitted as true

1. Something **burdensome** is difficult to deal with.
2. When Annie and William **parted amicably**, they went their separate ways without feelings of anger.
3. A **domestic** is a household servant.

Comprehension

BLM

To support students as they read the selection, have them begin the graphic organizer on page A25.

possibility of being hired at the town's cotton gin or lumber mill, but maybe there was a way to make the two factories work for her. In her words, "I looked up the road I was going and back the way I come, and since I wasn't satisfied, I decided to step off the road and cut me a new path." She told herself that she wasn't a fancy cook but that she could "mix groceries well enough to scare hungry away and from starving a man."

She made her plans meticulously⁴ and in secret. One early evening to see if she was ready, she placed stones in two five-gallon pails and carried them three miles to the cotton gin. She rested a little, and then, discarding some rocks, she walked in the darkness to the saw mill five miles farther along the dirt road. On her way back to her little house and her babies, she dumped the remaining rocks along the path.

That same night she worked into the early hours boiling chicken and frying ham. She made dough and filled the rolled-out pastry with meat. At last she went to sleep.

The next morning she left her house carrying the meat pies, lard, an iron brazier,⁵ and coals for a fire. Just before lunch she appeared in an empty lot behind the cotton gin. As the dinner noon bell rang, she dropped the savors⁶ into boiling fat and the **aroma** rose and floated over to the workers who spilled out of the gin, covered with white lint, looking like specters.⁷

Most workers had brought their lunches of pinto beans and biscuits or crackers, onions and cans of sardines, but they were tempted by the hot meat pies which Annie ladled out of the fat. She wrapped them in newspapers, which soaked up the grease, and offered them for sale at a nickel

Vocabulary

aroma (ə rō' mā) *n.* a pleasant smell

4. When you perform a task **meticulously**, you do it very carefully.

5. A **brazier** is a metal container that holds burning coals for cooking food.

6. **Savors** are things that have a distinct taste or smell.

7. A **specter** is another name for a ghost.



Comprehension Check

Why does Annie Johnson carry stones in two pails to the cotton gin and the saw mill? Check the correct answer.

- ☐ She wants to get some exercise.
- ☒ She wants to make sure she could carry heavy things to both places.
- ☐ She wants to throw the stones at the factories.

discarding (dis kărd' ing) *v.* getting rid of



tempted (temp' təd) *v.* attracted to something, wanted to do something



ladled (lād' əl əd) *v.* took liquid in a long handled spoon from one place to another



To Sum Up

- Annie Johnson tests her strength by carrying a pail of rocks between both factories.
- Annie Johnson prepares meat pies to sell at the factories.

Interactive Question-Response

Comprehension Check

Ask students to share their answers. **Ask:** *What heavy things will Annie Johnson have to carry to the cotton gin and the saw mill? (She will have to carry food and cooking equipment to the cotton gin and the saw mill.)*

Content Vocabulary

Read aloud the sentence containing the Content Vocabulary word *discarding*. **Ask:** *After discarding some of her rocks, Annie Johnson walked five miles to the saw mill. Did she throw away some of the rocks or did she pick up more rocks? (She threw away some of the rocks.)*

Read aloud the sentence containing the Content Vocabulary words *tempted* and *ladled*. **Ask:** *What were most of the workers tempted by? (Most of the workers were tempted by Annie's meat pies.) Annie ladled something out of the fat. What did she ladle out of the fat? (She ladled meat pies out of the fat.)*

Word Study

BLM

Homophones

Tell students that homophones are words that sound the same but have different meanings. Explain that homophones often have different spellings. Point out the sentence "She made dough and filled the rolled-out pastry with meat." Write the words *made*, *dough*, and *meat* on the board. Then below, write the words *maid*, *doe*, and *meet*. Explain that these pairs of words sound the same, but have different meanings. Briefly explain the meanings of the words. Then have students practice identifying homophones by completing the activity on page A26.

Interactive Question-Response

Content Vocabulary

Read aloud the words and definitions. **Ask:** Which is more pleasant, a balmy spring day or a blistering summer noon? (A balmy spring day is more pleasant than a blistering summer noon.) How did Annie make sure that she never disappointed her customers? (She always showed up, even in unpleasant weather.) Who becomes dependent on Annie? (The workers become dependent on Annie.)

Literary Element Setting

If students have difficulty responding: **Model** The setting is where and when the biography takes place. I know that the biography takes place in Arkansas in 1903. I know that Annie Johnson lives in a one-room house that is within walking distance of a cotton gin and a saw mill. **Ask:** How did that help Annie with her business?

blistering (blis' tər ing) *adj.* very intense and severe



disappointed (dis ə point' əd) *v.* failed to do something expected



dependent (di pen' dənt) *adj.* relying on someone for something



Literary Element

Setting How did the setting help Annie Johnson run her business?

She lived close enough to
the two factories to sell her
food there.

To Sum Up

- ▶ Annie Johnson built a stall to sell necessary supplies and food to the workers.
- ▶ Annie Johnson's business became successful.

each. Although business was slow, those first days Annie was determined. She balanced her appearances between the two hours of activity.

So, on Monday if she offered hot fresh pies at the cotton gin and sold the remaining cooled-down pies at the lumber mill for three cents, then on Tuesday she went first to the lumber mill presenting fresh, just-cooked pies as the lumbermen covered in sawdust emerged from the mill.

For the next few years, on **balmy** spring days, **blistering** summer noons, and cold, wet, and wintry middays, Annie never **disappointed** her customers, who could count on seeing the tall, brown-skin woman bent over her brazier, carefully turning the meat pies. When she felt certain that the workers had become **dependent** on her, she built a stall between the two hives of industry and let the men run to her for their lunchtime **provisions**.

She had indeed stepped from the road which seemed to have been chosen for her and cut herself a brand-new path. In years that stall became a store where customers could buy cheese, meal, syrup, cookies, candy, writing tablets, pickles, canned goods, fresh fruit, soft drinks, coal, oil, and leather soles for worn-out shoes.

Vocabulary

balmy (bă' mē) *adj.* mild; soothing

provisions (prə vizh' ənz) *n.* necessary supplies, especially food

Each of us has the right and the responsibility to assess⁸ the roads which lie ahead, and those over which we have traveled, and if the future road looms ominous⁹ or unpromising, and the roads back uninviting, then we need to **gather our resolve** and, carrying only the necessary baggage, step off that road into another direction. If the new choice is also unpalatable,¹⁰ without embarrassment, we must be ready to change that as well.

To gather our resolve means “to prepare ourselves for something that might be difficult to do.”

embarrassment (em bar’ as mant)
n. to feel uncomfortable or ashamed



8. To **assess** something is to figure out its meaning or importance.

9. Something **ominous** threatens harm or evil.

10. **Unpalatable** means “disagreeable” or “unacceptable.”

REFLECT

Make Predictions About Plot

Think about at the predictions you made on page 260 about the story. Was your prediction correct? Write the things that you predicted correctly, and also write anything that happened that surprised you.

Possible answer: I was right that Annie Johnson

would get a new job and change her life. I was

surprised that her marriage ended so nicely because

I thought maybe there would be a big fight.



Talk about your answer with a partner.

To Sum Up

- We must be ready to change in order to succeed.

New Directions

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Interactive Question-Response

Content Vocabulary

Read aloud the word and definition. **Ask:** Is someone who is “without embarrassment” ashamed or unashamed? (Someone who is “without embarrassment” is unashamed.)

To Sum Up

Beginning/Intermediate Have students work in pairs to reread all the To Sum Up statements in “New Directions.” Then have students decide together which three events are the most important. Provide the following sentence frame for students to complete:

The most important events are when _____, when _____, and when _____.

(The most important events are when Mr. Johnson left Annie with three sons and little money, when Annie prepares meat pies to sell at the factories, and when Annie’s business becomes successful.)

Reflect

Partner Talk Have students work in pairs to answer. To help students get started, remind them of the prediction you made in your explanation of the Reading Strategy on page 174. (“I think this story will be about how Annie changes her life. I don’t think life will be easy for her, but I think she will do well in the future.”) **Model** My prediction was right. Annie changes her life. She does well with her new business selling food to factory workers.

Differentiated Instruction

Clarify the Text Help students understand the advice at the end of “New Directions.”

Beginning Read aloud the To Sum Up statement on page 179. **Ask:** Does the author think that we need to be able to change if we want to succeed? (yes/no)

Intermediate Have partners reread the final paragraph of the biography. Then have students complete the following sentence frame using their own words: If we think that our future looks _____, (disappointing, bad) we have the responsibility to change our paths in life in order to succeed.

Advanced/Advanced High Have partners reread the final paragraph of the biography. Have students restate the final sentence in their own words. **Ask:** What does the final sentence of the biography mean? (If you change your life and it is still unsatisfying, you have to be willing to change your life again.)

Vocabulary Check

A. Beginning/Intermediate

Read each question aloud. Encourage students to point or answer with *yes* or *no*. Then turn the question into a statement and have students repeat as you point to the word and picture. For example: *Which picture shows someone being tempted? This picture shows someone being tempted.*

Vocabulary Check

A. Circle the picture that best answers each question.

1. Which picture shows someone being tempted?



3. Who is discarding something?



2. Which day is blistering?



4. Which picture shows something being ladled?



B. Write each vocabulary word on the line next to its meaning.

dependent

disappointed

dissatisfaction

embarrassment

5. _____ dissatisfaction _____ unhappiness
6. _____ embarrassment _____ ashamed
7. _____ dependent _____ relying on
8. _____ disappointed _____ let down

C. Give an example of the vocabulary word. Answer in a complete sentence.

9. Give an example of **provisions**. Sandwiches are provisions.
10. Give an example of something that would be **disastrous**. A hurricane would be disastrous.
11. Give an example of something that has a good **aroma**. Cookies have a good aroma.
12. Give an example of a time when you **conceded** something. I conceded that my dad is better than I am at games because he always beats me.

Grammar Link

BLM

Adjectives and Adverbs

Prepare students to complete the activity master on page A27. Read the grammar instruction with students, and complete the first item with them to help them get started.

A. What happens in “New Directions”? Use the diagram to tell the events in order.

Beginning

Annie Johnson’s husband leaves her alone with two children.

**Middle**

Annie Johnson sells food to workers at lunchtime.

**Ending**

Annie Johnson starts her own store for the workers.

B. Think about “New Directions.” Then complete the sentences.

- Annie Johnson did not want to work as a domestic because she didn’t want anyone else to take care of her sons.
- Annie Johnson stopped going to the factories and set up a store because she knew the workers would walk to get her food.
- At the end, the narrator tells the reader to make a change if things aren’t going well.

C. Think about the setting in the story. Then answer the questions.

- Why are the time and place important to the success of Annie Johnson’s business?
Her business is successful because she appears at lunchtime at factories where workers come out and are hungry.
- How does the setting make it harder for Annie Johnson to succeed?
In the early 1900s, women had no rights, especially African American women. Also, she did not have many skills, and she had two young children to take care of.

Comprehension Check

A. Beginning/Intermediate

If students have difficulty responding, tell students to reread all of the To Sum Up statements in the biography. Reproduce the chart on the board. **Model** *At the beginning of the biography, Annie Johnson’s husband leaves her. She starts making plans for her new business. Model writing your response in the chart, and then have volunteers suggest other responses. Then have individuals fill in their own charts.*

Writing Link

Speech

Have students imagine that they have been asked to give a speech at their school. Ask students to write a speech based on “New Directions.” Tell students to write about Annie Johnson’s success, as well as the advice that the author gives at the end of the biography. Students should include a variety of sentence lengths and types, using a variety of connecting words. Students should also consider what level of formality is appropriate for this speech. Encourage students to share their speeches.

Write a Friendly Letter

Imagine you are Annie Johnson. You are writing a letter to your mother in Georgia about how your life changed. Tell her what your life was like before and what it is like now. Practice reading the letter aloud with a partner. Take turns being Annie Johnson and her mother.

Dear Mother,

Since I last wrote to you, my life has changed. My husband left me to become a minister.

I was not too upset about it because I wanted out of the marriage, too.

The only problem was he took most of our money.

I was not sure what I was going to do. I knew I had to earn my own money, so I started a business.

I baked meat pies and sold them to the workers at the factories. It worked out very well.

Then, I had another idea. My idea was to set up a stall near the saw mill, so I could sell provisions and things that the workers needed. It worked. Now I am making more money than I was before.

You always told me that I could do anything and that I shouldn't let a problem stop me. Now I am going in a new direction. My latest idea is to open stores like mine near factories in other areas. It will be hard, but I know that I can do it.

Your daughter,

Annie



7.8 Determine the figurative meaning of phrases and analyze how an author's use of language creates imagery, appeals to the senses, and suggests mood.



Four Skinny Trees

and

Chancclas

by Sandra Cisneros

Four Skinny Trees and Chancclas

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Oral Language

Build Background

Read the title and author. Explain that students will read “Four Skinny Trees” and “Chancclas” by Sandra Cisneros, an author who was born in Chicago, Illinois. **Ask:** *Many trees are tall and thick. What might make trees skinny? (They could be young or they might be the kind of tree that is very thin.) Chancclas is a Spanish word. Who knows what chancclas means? (sandals or old shoes)*

Talk About the Vignette and Short Story

Explain that these are two short selections about girls who are shy.

Beginning/Intermediate **Ask:** *Do you know someone who is shy? How do they act? Have students pantomime how shy people act.*

Intermediate Explain that many people are shy, especially children. Have students describe how people act when they are shy. *(don't talk, cover their faces, don't make eye contact)*

Advanced/Advanced High Help students make a list of words and phrases that describe how shy people act. **Model** *I have a friend who is very shy. When she is around people she doesn't know, she doesn't talk. What are some other things people do or do when they're shy?*

Lesson at a Glance

Oral Language

- Build Background
- Talk about the Vignette and Short Story

Vocabulary

- Content Vocabulary
- Academic Vocabulary

Phonics

- Silent Consonant /m/

Literary Element

- Voice

Writing Link

- Paragraph

Grammar Link

- Irregular Verbs: *Have, Do, and Go* BLM



Technology

- Student Works™ Plus
- Teacher Works™ Plus
- Listening Library Audio CD
- Classroom Presentation Toolkit
- Glencoe Visual Vocabulary
- Skill Level Up!™ A Skill-Based Language Arts Game

Interactive Question-Response

Connect to the Vignette and Short Story

Read aloud Connect to the Vignette and Short Story. Help students think about how to answer the question. **Model** *When I was younger I enjoyed playing soccer. At one important game, I missed an easy goal. I was really embarrassed, but my coach reminded me that I was a good soccer player. Even though I had missed a goal, we ended up winning the game.* Write your response on the board and have volunteers suggest other responses. Then have individuals fill in their own responses.

Literary Element Voice

Read aloud the Literary Element. **Model** *Think about a story you might write. Ask yourself what you would write about and what words you would use.* Write a topic on the board, such as *a festival*. Ask students to write one or two sentences that describe the topic. Have students share their sentences with partners and determine how their descriptions are similar and different. **Ask:** *How are your sentences different? How do those differences help show your voice, or style?*

Connect to the Vignette and Short Story

Think about a time when you felt embarrassed. What did you learn from that experience? How did you feel? Write about it below.

Once I felt really embarrassed because I got a new haircut and I thought it was ugly. I wore a hat for a week. But one morning, I forgot to put my hat on and a friend told me she liked my haircut. After that I felt more confident about how I looked.

Literary Element Voice

You might recognize a singer by his or her style of singing and writing songs. In the same way, you can recognize an author by his or her voice. **Voice** is the author's own style. An author puts words and sentences together in a certain way. The author makes each choice fit with his or her purpose for writing. Voice is the author's attitude toward the subject and the audience.

Sandra Cisneros is the author of both of these stories. She often writes about growing up Latina. She often runs sentences together without commas or periods in order to show the way Latinos sometimes talk.

As you read, think about how Cisneros creates a unique voice.

Ask yourself,

- > what words does she use?
- > how are the words put together in the sentence?
- > why does she repeat some words?
- > how does her voice appeal to my emotions?

Talk with a partner about the pictures. Discuss how the pictures help you learn the words.

Content Vocabulary

skinny (skin' ē) *adj.* very thin
People say that I am too **skinny**. I should eat more food.



raggedy (rag' id ē) *adj.* in bad condition; torn
The dog slept on the pile of **raggedy** blankets.



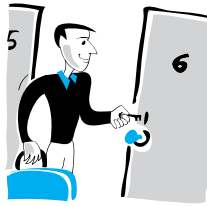
ferocious (fə ro' shəs) *adj.* fierce and violent
The lion looks **ferocious** when it roars.



despite (di spit') *prep.* not prevented by
Most fans stayed and watched the baseball game **despite** the rain.



rented (rent' ed) *v.* paid money to use or borrow something
Mr. Hill **rented** a hotel room and stayed there for two weeks.



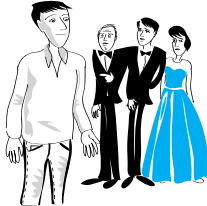
scuffed (skufd) *adj.* scratched
Gabriel's new boots were **scuffed** and dirty after the hike.



dumb (dum) *adj.* not smart
It is really **dumb** not to wear a coat in this cold weather.



ordinary (ôrd' ən er' ē) *adj.* common; everyday
You can't wear **ordinary** clothes to a fancy party.
➤ Cognate (Spanish) **ordinario(a)**



For more practice, see page 270.

Four Skinny Trees and Chancas

185

Vocabulary Routine

To introduce the vocabulary, read aloud the words and definitions in the student book and have students repeat after you. Discuss how the pictures illustrate the words or sentences. Then follow the vocabulary routine below.

Content Vocabulary

Define: When something is **skinny**, it is very bony or lean. **Example:** The cow is so **skinny** you can see its bones. **Ask:** What word means the same thing as **skinny**? **SYNONYM**

When something is **raggedy**, it is old and ripped. *Those pants are too raggedy to wear to school.* How would you describe a raggedy cloth?

DESCRIPTION

When something is **ferocious**, it is very violent and unfriendly. *The wild dog is ferocious.* What is another example of something that might be ferocious? **EXAMPLE**

When something is not prevented by an event, it happens **despite** the event. *Mario goes to the movies despite the snowstorm.* What is the opposite of **despite**? **ANTONYM**

If you have **rented** something, you paid for the chance to use it for a period of time. *The family rented the house for one year.* What is an example of something that can be rented?

EXAMPLE

If something is **scuffed**, it is scratched or scraped. *Kali's shoes are old and scuffed.* How would something get scuffed? **EXPLANATION**

If something is **dumb**, it is foolish. *I hate wearing that dumb jacket with the pink polka dots.* What is the opposite of **dumb**? **ANTONYM**

An **ordinary** thing is plain and uninteresting. *I will buy the ordinary lamp instead of the fancy one.* How are **ordinary** and **common** the same? How are they different? **COMPARE AND CONTRAST**

Vocabulary Practice Have students complete the vocabulary practice activity on p. 270.

Phonics

Silent Consonant /m/

Tell students that they are going to practice silent consonants combined with the /m/ sound. Tell them that some words that contain the /m/ sound are spelled with the letters **mb** or **mn**. Point out that in almost all of these cases, the **b** and the **n** are silent. Ask students to find a vocabulary word with the /m/ sound spelled with a silent consonant (**dumb**). Slowly pronounce the word and have students raise their hands when they hear the /m/ sound. Then have students say the word.

Write the following words on the board. Briefly explain their meanings and have students pronounce them after you. Then have students underline the letters that make the /m/ sound.

Autumn

Bomb

Comb

Hymn

Lamb



Four Skinny Trees

Interactive Question-Response

Content Vocabulary

Read aloud the underlined words. **Ask:** *Do you know someone who is skinny? (yes/no) What in this selection is skinny? (the trees; the trees' necks; the speaker)* Point out the word *raggedy*. Explain to students that the word "excuses" refers to the trees. **Ask:** *What would raggedy trees look like? (Their leaves are torn and broken, and the bark is coming off.)* Point out the word *ferocious*. **Ask:** *What is ferocious? (the trees' roots)* How can roots be ferocious? (*Roots are very hard to stop and destroy things in their path.*) Point out the word *despite*. **Ask:** *Have you ever seen grass grow in the cracks in the sidewalk? (yes/no) Why would the trees grow despite the concrete? (The concrete stops most things from growing, but it does not stop trees.)*

Literary Element Voice

If students have difficulty responding: **Model:** *I know that the author can show her voice in many different ways. **Ask:** Are there key words? (yes) Are there sentence fragments and run-on sentences? (yes) Does the author compare herself to trees? (yes) Do each of these things affect the style of the story? (yes)*



Literary Element

Voice how does the author create voice in "Four Skinny Trees"? Check each correct answer.

- ☒ She repeats key words.
- ☒ She uses sentence fragments and run-on sentences.
- ☒ She compares trees to herself.

They are the only ones who understand me. I am the only one who understands them. Four skinny trees with skinny necks and pointy elbows like mine. Four who do not belong here but are here. Four raggedy excuses planted by the city. From our room we can hear them, but Nenny just sleeps and doesn't appreciate these things.

Their strength is secret. They send ferocious roots beneath the ground. They grow up and they grow down and grab the earth between their hairy toes and bite the sky with violent teeth and never quit their anger. This is how they keep.

Let one forget his reason for being, they'd all droop like tulips in a glass, each with their arms around the other. Keep, keep, keep, trees say when I sleep. They teach.

When I am too sad and too skinny to keep keeping, when I am a tiny thing against so many bricks, then it is I look at trees. When there is nothing left to look at on this street, Four who grew despite concrete. Four who reach and do not forget to reach. Four whose only reason is to be and be.

To Sum Up

- The narrator compares herself to four trees.
- She says they look weak but are really very strong.
- She says she is strong like they are and survives like they do.

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Differentiated Instruction

Clarify the Text Help students understand why the narrator loves the trees so much.

Beginning Read aloud the To Sum Up on page 186. **Ask:** *Does the narrator think she is the same or different from the trees? (the same)*

Intermediate Have the students read the boxed text on page 186. **Ask:** *Why does the narrator compare herself to the skinny trees? (She wants to say that she has strength even though she looks weak.)*

Advanced/Advanced High Encourage students to reread the description of the trees. **Ask:** *Why does the narrator love the trees? (They inspire her because they are all skinny, but secretly have strength to survive.)*

It's me—Mama, Mama said. I open up and she's there with bags and big boxes, the new clothes and, yes, she's got the socks and a new slip with a little rose on it and a pink and white striped dress. What about the shoes? I forgot. Too late now. I'm tired. Whew!

Six-thirty already and my little cousin's baptism² is over. All day waiting, the door locked, don't open up for nobody, and I don't till Mama gets back and buys everything except the shoes.

Now Uncle Nacho is coming in his car, and we have to hurry and get to Precious Blood Church quick because that's where the baptism party is, in the basement rented for today for dancing and tamales and everyone's kids running all over the place.

Mama dances, laughs, dances. All of a sudden, Mama is sick. I fan her hot face with a paper plate. Too many tamales, but Uncle Nacho says too many this and tilts his thumb to his lips.

Everybody laughing except me, because I'm wearing the new dress, pink and white with stripes, and new underclothes and new socks and the old saddle shoes³



tamales



Literary Element

Voice Underline examples of people talking. What is uncommon about Cisneros's writing style?

She does not use quotation marks for dialogue.

rented (rent' ed) *adj.* paid money to use or borrow something

To Sum Up

- Mama brings the narrator new clothes but forgets to buy her new shoes.
- Uncle Nacho drives them to the baptism party.
- The narrator is not having a good time because she's embarrassed by her old shoes.

Interactive Question-Response

Literary Element Voice

Have students read aloud what they underlined.

Model *The first line of the selection says It's me—Mama, Mama said. Immediately I know that It's me—Mama is something that Mama says. Later in the first paragraph, I can tell that the narrator and her mother are talking. The narrator asks, What about the shoes? and her mother replies.*

Content Vocabulary

Read aloud the word and definition. Ask students to name something that can be rented. **Ask:** *If I rented something for a day, what would I have to do after I was done using it? (give it back)*

1. **Chancas** is a Spanish word meaning "old, worn-out shoe."

2. A **baptism** is a ceremony in which a person becomes a member of a Christian religion.

3. **Saddle shoes** are a type of shoes. They tie with laces and have a band of a different color across the middle.

Interactive Question-Response

Content Vocabulary

Read aloud the word and definition of *scuffed*.

Ask: What does the narrator mean when she says her shoes are *scuffed* and round? (Her shoes are old and worn.) Focus students on the heels that the narrator is wearing with her dress.

Ask: Why does the narrator think that her shoes look *dumb*? (She does not think they go with the dress she wears.) Read aloud the sentence containing the word *ordinary*. **Ask:** What kind of situation is the narrator imagining? (She imagines that everyone watching her dance is very impressed with her.) Why does she forget that her shoes are ordinary? (She is so caught up in her fantasy that she forgets she is a normal girl.)

Comprehension Check

Ask students to share which box they checked.

Model Have you ever felt embarrassed because of something you were wearing? Think about how you might feel in the narrator's situation.

Ask: Why is the narrator embarrassed? (She feels like her shoes look stupid.) Should she be embarrassed? Why or why not? (No, because no one else cares about her shoes.)

scuffed (skufd) *adj.* scratched



dumb (dum) *adj.* not smart



ordinary (ôrd' an er' ē) *adj.* common; everyday



Comprehension Check

How does the narrator feel about wearing saddle shoes? Check the correct answer.

- ☒ embarrassed
☐ excited
☐ guilty

To Sum Up

- The narrator wears her old everyday shoes and doesn't like them.
- The narrator and Uncle Nacho dance and everybody watches them.
- As she dances, she forgets about the old shoes.

I wear to school, brown and white, the kind I get every September because they last long and they do. My feet scuffed and round, and the heels all crooked that look dumb with this dress, so I just sit.

Meanwhile that boy who is my cousin by first communion⁴ or something, asks me to dance and I can't. Just stuff my feet under the metal folding chair stamped

30 Precious Blood and pick on a wad of brown gum that's stuck beneath the seat. I shake my head no. My feet growing bigger and bigger.

Then Uncle Nacho is pulling and pulling my arm and it doesn't matter how new the dress Mama bought is because my feet are ugly until my uncle who is a liar says, You are the prettiest girl here, will you dance, but I believe him, and yes, we are dancing, my Uncle Nacho and me, only I don't want to at first. My feet swell big and heavy like plungers, but I drag them across the linoleum floor straight center

40 where Uncle wants to show off the new dance we learned. And Uncle spins me, and my skinny arms bend the way he taught me, and my mother watches, and my little cousins watch, and the boy who is my cousin by first communion watches, and everyone says, wow, who are those two who dance like in the movies, until I forget that I am wearing only ordinary shoes, brown and white, the kind my mother buys each year for school.

4. In the Roman Catholic Church, children often receive their first communion as a group. The speaker's **cousin by first communion** is someone who was in the same group when she received her first communion.

Differentiated Instruction

Clarify the Text Help students understand what the narrator's shoes represent to her.

Beginning Remind students that all the narrator can think about is her shoes until Uncle Nacho forces her to dance. **Ask:** By the time she finishes dancing with Uncle Nacho, is the narrator thinking about her shoes? (yes/no)

Intermediate **Ask:** How does the narrator feel at the end of the dance? (proud and happy) Explain that the narrator's shoes seem to represent how she thinks she is ugly. When she forgets about the shoes, she can enjoy the party.

Advanced/Advanced High **Ask:** What do the narrator's shoes represent? (They represent how she thinks she is ugly and awkward.)

And all I hear is the clapping when the music stops. My uncle and me bow and he walks me back in my thick shoes to my mother who is proud to be my mother. All night the boy who is a man watches me dance. He watched me dance.

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Literary Element

Voice Cisneros sometimes runs sentences together without punctuation. Why do you think she does this? Check each correct answer.

- ☒ To help the reader feel the narrator's emotions.
- ☒ To make the words sound like spoken language.
- ☐ To confuse the reader.

To Sum Up

- The narrator no longer feels embarrassed by her old shoes.
- She is happy because everyone claps for them.

Chancclas

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Interactive Question-Response

Literary Element

If the student has trouble responding, **Ask:** *Do you think that when the author runs her sentences together it helps show her emotions? Why or why not? Find an example of two sentences that run together. Does it sound like the way someone might talk? Is the author's reason for running sentences together to confuse the reader? Explain.*

Academic Vocabulary

Model *Uncle Nacho is a **significant** person in the speaker's family because he drives the family to the party and asks the narrator to dance.* Ask students to name a significant person in their own lives. Have them write one reason that this person is significant.

A significant person in my life	Why this person is significant

To Sum Up

Beginning/Intermediate Have students work in pairs to reread all the To Sum Up statements from the beginning of "Chancclas." Then have students decide together which two parts of the story are the most important. Provide the following sentence frame for students to complete.

The most important events are when _____ and when _____.

(The most important events are when the narrator is embarrassed at not having new shoes and when she dances with Uncle Nacho.)

Vocabulary Check

A. Circle the picture that best answers the question.

1. Which shoes are **scuffed**?



3. Which book is **raggedy**?



2. Which animal looks **ferocious**?



4. Which candle is **skinny**?



B. Check the phrase that is the best example of the vocabulary word.

5. **dumb**

- ☐ turning your homework in on time
☒ turning your homework in late

7. **rented**

- ☐ something that you own
☒ something that you pay to borrow

6. **ordinary**

- ☐ something that is very special
☒ something that is common

8. **ferocious**

- ☐ a butterfly
☒ an angry bear

C. Think about what the vocabulary words meant in "Four Skinny Trees" and "Chancas." Check the correct meaning.

9. The trees were able to grow **despite** the fact that they were planted near concrete.

- ☐ because of
☒ even though
☐ in the soil

11. The cat was so **skinny** that you could see all of its ribs.

- ☒ thin
☐ fat
☐ beautiful

10. My mom threw away my favorite pair of **raggedy** jeans.

- ☒ old and torn
☐ expensive and new
☐ perfect fitting

12. Superman is not an **ordinary** person because he flies.

- ☐ angry
☐ excellent
☒ everyday

Grammar Link

BLM

Irregular Verbs: *Have, Do, and Go*

Prepare students to complete the activity master on page A28. Read the grammar instruction with students, and complete the first item with them to help them get started.



Comprehension Check

A. Tell what happens in “Chanclas” using this flow chart.

1. The narrator gets upset when her mother _____
forgets to buy new shoes for her new dress



2. The narrator doesn't want to dance with her Uncle Nacho, because _____
she is embarrassed about her old shoes



3. The narrator feels proud of herself after _____
she dances with Uncle Nacho and everyone claps for them

B. Write a sentence to answer the questions about the selections.

4. Why are the four trees important to the narrator in “Four Skinny Trees”?
They give her strength to when she sees them surviving in a place they don't belong.

5. Who offers support to the narrator in “Chanclas”? How?
Uncle Nacho pushes the narrator into dancing. He knows she knows the new dance.
Once she starts dancing, she loses her embarrassment about the old shoes.

C. Think about “Four Skinny Trees” and “Chanclas.” Write a paragraph explaining how you can recognize Sandra Cisneros's voice in these selections. What words and phrases does she use to show voice? How else does she show voice?

In “Four Skinny Trees,” Cisneros describes the trees in order to describe herself. The reader understands that she is a skinny girl with intensity, anger, and determination. She feels that she doesn't belong, but she has the right to just be. In “Chanclas,” Cisneros writes the way she spoke as a girl. She doesn't use quotation marks. The short sentences make the reader feel like the story is moving fast. You really understand the feelings of the girl with the old shoes before and during the dance.

Comprehension Check

A. Beginning/Intermediate

Explain to students that they should explain what happened in the beginning of the story in the first box, the middle of the story in the second box, and the end of the story in the third. Encourage them to find key words and phrases from the sentence prompts and then locate them in the story. **Model** Find the part of the story in which the narrator is upset. On page 187, the narrator is upset because she still has to wear her old shoes. What does her mother do to make her upset? Her mother forgot to get her new shoes. Encourage students to use the same process to fill in the other boxes.

Writing Link

Paragraph

Tell students that they will write an informal paragraph about a place that has special meaning to them. Have them think of a topic and write a topic sentence. Remind them to include three or four supporting sentences that describe why the place is special to them. Remind students that informal English is more conversational and personal than formal English. Encourage students to read their paragraphs aloud.



Write an E-mail

Pretend you are the narrator in "Chancas." Write an E-mail to a friend. Tell the friend about the events that led up to the baptism party. Tell about the dance. Write in a style similar to the way you speak. Then share your E-mail with a partner.

From:

To:

Hi Maria,

Well, yesterday when Mama came home from shopping I couldn't believe it. She got me a whole new outfit for the party but no shoes. The only shoes I have are my old scuffed saddle shoes. I had to wear them even though I didn't want to.

Then Uncle Nacho came over and took us to the fiesta in his car. We had to hurry because we were late.

When I got there, everyone was eating and dancing. Mama got sick. She said it was too many tamales.

Then I was having a horrible time. I was miserable and embarrassed about the dumb shoes. Uncle Nacho made me dance. We did that new dance we have been practicing. I got so into the dance that I forgot all about the ugly shoes. It was really fun, and everyone loved our dance.

And you know who was there? That boy who is my first cousin from communion. He asked me to dance, but I didn't. But then when I danced with Uncle Nacho, he watched me the whole time.



7.10 Analyze, make inferences and draw conclusions about expository text and provide evidence from text to support understanding.

7.10.C Use different organizational patterns as guides for summarizing and forming an overview of different kinds of expository text.

TIME Message of Hope

by Ericka Souter and Dietlind Lerner

TIME: Message of Hope

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Oral Language

Build Background

Read the title and author. Explain that students will read "TIME: Message of Hope," an article written by Ericka Souter and Dietlind Lerner.

Ask: What does *hope* mean? (*feeling that things will get better*) What do you think a *message of hope* would be? (*words that tell people that things will get better*)

Talk About the Magazine Article

Explain that the story is about three boys who are refugees.

Beginning **Ask:** If you are a refugee, would you feel safe where you live? (*yes/no*) Explain that refugees are people who leave their homes because of war or other dangers.

Intermediate Have students discuss the reasons a refugee might leave his or her country and come to the United States.

Refugees might come to America because their country is at war, they have no food, and they have poor living conditions.

Advanced/Advanced High Explain that wars and disasters in many countries cause people to become refugees. **Ask:** Why would refugees choose to come to the United States? (*The United States is safer and has more opportunities for people.*)

Lesson at a Glance

Oral Language

- Build Background
- Talk about the Magazine Article

Vocabulary

- Selection Vocabulary
- Content Vocabulary

Phonics

- Vowel /e/

Reading Strategy

- Summarize

Writing Link

- Fact Sheet

Fluency

- Pacing: Phrasing

Grammar Link



- Future Time Clauses with *Before*, *After*, and *When*

Technology

- Student Works™ Plus
- Teacher Works™ Plus
- Listening Library Audio CD
- Classroom Presentation Toolkit
- Glencoe Visual Vocabulary
- Skill Level Up!™ A Skill-Based Language Arts Game

Interactive Question-Response

Connect to the Magazine Article

Read aloud Connect to the Magazine Article.

Model *My tutor helped me. He helped me understand reading homework. I felt good. I learned that helping others makes a difference in someone's life.* Model writing your responses on the board. Have volunteers suggest other responses. Then have individuals write their own responses.

Reading Strategy Summarize

Read aloud the Reading Strategy. Have students give an example of a story that they know. Then instruct them on how to summarize the story.

Model *I saw the movie "The Wizard of Oz." If I was going to summarize the movie, I would think about the main character, Dorothy. Then I would think about what happens to Dorothy. She goes on a trip to see the wizard. This is the most important idea in the story. Then I might think about some other important details in the story. One detail is that a witch wants to stop Dorothy. Another detail is that she meets new friends on her trip. My summary might sound like this: The Wizard of Oz is about a girl named Dorothy. She goes on a trip to see the wizard. A witch tries to stop Dorothy, but she makes new friends and they help her reach the wizard.* Have students work in pairs to summarize a story for each other. Remind students that summaries are much shorter than the original story.

Connect to the Magazine Article

Think of a time when somebody helped you with something. Maybe it was a friend, a parent, or a teacher. How did you feel when this person helped you? What did you learn from the experience?

Answer the questions below about what happened and how you felt.

1. Who helped you?

Possible answer: my teacher

2. What did he or she help you do?

Possible answer: He spent time helping me understand

math problems every day after school.

3. How did this make you feel?

Possible answer: It made me feel good. I appreciated

his support.

4. What did you learn from the experience?

Possible answer: I learned that helping others can make a

difference in another person's life.

Reading Strategy Summarize

When you **summarize**, you take the most important ideas from what you read and put them into your own words. If someone else reads your summary, he or she should be able to understand what the selection is about.

To write a good summary, ask yourself these questions as you read and after you read:

- > What are the main ideas?
- > What important details support the main ideas?
- > How can I say this in my own words?

Talk with a partner about the pictures. Discuss how the pictures help you understand the words.

Content Vocabulary			
refugee (ref' yu je') <i>n.</i> a person who leaves his or his own country for safety <i>Sade is a refugee because there was not enough food in his country.</i> > Cognate (Spanish) refugiado(a) 	destroyed (di stroid') <i>v.</i> broken to pieces; ruined <i>Some houses were destroyed in the hurricane.</i> > Cognate (Spanish) destruir 	immigrants (im' ə grantz) <i>n.</i> people who move to a new country <i>Some immigrants move to new countries so they can support their families.</i> > Cognate (Spanish) inmigrantes 	village (vil' ij) <i>n.</i> a place a little smaller than a town <i>He grew up in a small village with few other families.</i> 
separated (sep' ə rā ted) <i>v.</i> kept apart <i>Victor and I were separated at the crowded party.</i> > Cognate (Spanish) separar 	desert (dez' ərt) <i>n.</i> land without water and trees <i>There is very little water in a desert.</i> > Cognate (Spanish) desierto 	exploring (iks plör' ing) <i>v.</i> looking around; getting to know <i>Vicente and his brothers like exploring new places.</i> > Cognate (Spanish) explorar 	rough (ruf) <i>adj.</i> unpleasant or harsh; violent <i>Our trip through the mountains was rough because of the storm.</i> 

For more practice, see page 271.

TIME: Message of Hope

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Vocabulary Routine

To introduce the vocabulary, read aloud the words and definitions in the student book and have students repeat after you. Discuss how the pictures illustrate the words or sentences. Then follow the vocabulary routine below.

Content Vocabulary

Define: When a person is a **refugee**, the person leaves his country to be safe. **Example:** The **refugee** left his or her country to get away from the fighting. **Ask:** What is another example of a refugee? **EXAMPLE**

If something is **destroyed**, it is broken or ruined. *She **destroyed** the glass when she dropped it.* Describe a time when someone you know destroyed something. **DESCRIPTION**

Immigrants are people who move to another country. *They were **immigrants** who moved to the United States from Africa.* How are **immigrants** and **visitors** similar? How are they different?

COMPARE AND CONTRAST

When a place is a **village**, it is smaller than a town. *Everyone in the **village** knows each other.* What is the opposite of **village**? **ANTONYM**

When people or things are **separated**, they are kept apart. *A wall **separated** our yard from our neighbor's yard.* Describe how something might be separated. **DESCRIPTION**

When a land has no water or trees, it is a **desert**. *It almost never rains in a **desert**.* Describe what it would be like to be in the desert. **DESCRIPTION**

When someone is **exploring**, that person is looking at and learning about new things. *The **astronauts** on the space shuttle are **exploring** the stars.* Why would someone try exploring outer space? **EXPLANATION**

When something is **rough**, it is unpleasant or violent. *The **football player** was hurt in the **rough** game.* What do you think it would be like to play in a rough game? **EXPLANATION**

Vocabulary Practice Have students complete the vocabulary practice activity on p. 271.

Phonics

Vowel /e/

Tell students they are going to practice the common vowel sound /e/ for the letter *e*. Ask students to find vocabulary words with a letter *e* that makes the /e/ sound (*refugee, separated*). Slowly pronounce the words and have students raise their hands when they hear the /e/ sound. Then have the students say the word.

Have students look for words in the dictionary with the common vowel sound /e/ for the letter *e* at the beginning of the word (*edit, elephant, echo, edge, effort, essay*). Write on the board some of the words that students find. Ask students to explain their meanings and pronounce them with students.

Interactive Question-Response

Content Vocabulary

Read aloud the word and definition of *refugee*.

Ask: *Why were the boys refugees? (They fled from the civil war in Sudan.)* Have a student read aloud the sentence containing the Content Vocabulary word *destroyed*. **Ask:** *What was destroyed in Sudan's civil war? (The boys' homes and villages were destroyed.)*

Background Information

Read aloud the background note. Ask students to think about where Africa is located. Ask them to find the country of Kenya on a map or a globe. Then try to locate the city, Kakuma. Notice how far this place is from where the students live now. Discuss with students what they think it might be like to live there.

refugee (ref' yu jē') *n.* a person who leaves his or her own country for safety



Background Information

Kenya is a country in Africa. Kakuma is a city in Kenya.

destroyed (di stroid') *v.* broken to pieces; ruined



To Sum Up

- Three young men visit the refugee camp in Kenya where they used to live.
- They live in America now.

They became known as the Lost Boys of Sudan after fleeing the horrible civil war. Now three, who have done well in the United States, have returned to a refugee camp. Their goal is to help prepare others for fast food, phones, and life in America.

In a small, hot classroom in a crowded Kakuma, Kenya, refugee camp, a group of 20-year-olds sit at desks. They fire questions at three young men wearing shirts and ties. "What is the weather like in America?" asks one student. "Why are there murderers there?" asks another. "If obesity¹ is a problem, why are you skinny?" asks another. The men, who have photos of sports stars, roller coasters, and buses, answer with care. They also give some tips. "In America it is a very good thing to say thank you," says one. "When you get to America, everyone will ask if you are hungry," says another. "In our country it is insulting to ask that, so you say no. My advice to you is to say yes. We missed a lot of good food because of our culture!"

Just 10 years ago, Duom Deng, David Ayiik, and James Biar were refugees too. During Sudan's civil war, the three boys had seen their parents killed and their villages destroyed. Then they and thousands of other orphaned children walked 1,000 miles east to Ethiopia. Once there, they spent five years wandering between refugee camps. Eventually they settled in Kakuma. Aid workers called the

1. **Obesity** is the condition of being very overweight.

Differentiated Instruction

Clarify the Text Help students understand how the three young men were once refugees like the people in the camp.

Beginning **Ask:** *Do the three young men still live in Kenya? (yes/no)* Explain to students that the young men have come back to Kenya to visit refugees there.

Intermediate Explain that ten years before the article begins, the three young men were living like the refugees in the camp. **Ask:** *What are the three young men doing in the classroom? (They are answering questions from the refugees.)*

Advanced/Advanced High Explain that the three young men live safer, more stable lives in America. **Ask:** *Why are the three young men talking about America? (They live in America and are giving advice for any refugees who want to try to live there.)*

Note Taking

Reread the text on the left. Then record your answers to the items below.

- 1. The most interesting word on this page is _____
because _____ .
- 2. One word that I didn't know on this page is _____ .
It means _____ .
- 3. One thing I read on this page that I already knew is _____ .
- 4. One thing I learned on this page that I didn't know is _____ .
- 5. Recap, or write in your own words, what you learned by reading this page.

6. Summarize below what you've recorded.

Most Interesting Word	New Word	One Thing I Already Knew	One Thing I Learned

Note Taking

To help students get started, you might want to model your thinking process for completing one of the items.

Interactive Question-Response

Content Vocabulary

Read aloud the word and definition. Then read the sentence that contains *immigrant*. **Ask:** *What do you think it means to be “wide-eyed”? (to be amazed or innocent) What detail shows that the young men were “wide-eyed”? (They had never seen a kitchen freezer.) Are the young men still “wide-eyed immigrants”? (No, now they know a lot more about living in the United States.)*

Comprehension Check

Ask students to share what they underlined in the text. **Ask:** *How is the Rotary Club helping the boys? (The Rotary Club raises money so the boys can go back to Kakuma to help the refugees there.)*

immigrants (im' ə grəntz) *n. pl.*
people who move to a new country



Here, **straight from my heart** means “true and sincere.”



Comprehension Check

Reread the boxed text at the top of the page. Underline the organization that is helping the boys.

A **hot item** is a popular item that a lot of people want.

To Sum Up

- Refugee boys in Kakuma are called the Lost Boys.
- The three boys are in college now in California.
- They are back in Kakuma to help other boys who are going to America.

thousands of male orphans the Lost Boys. (Girls also fled to the camps. For cultural reasons, they were placed with refugee foster families.)² “We made ourselves brothers,” says Deng, who is in his mid-20s. “We learned by ourselves to be good to ourselves and to others.”

That good sense stuck with Ayiik, Deng, and Biar when they came to the United States with 3,600 other Kakuma refugees. In less than five years, they changed from wide-eyed immigrants who had never seen a kitchen freezer to young men working their way through college in San Diego, California. Now they have returned to Kakuma—thanks to the help of the San Diego Rotary Club.³ Their goal is to help the next group of U.S.-bound hopefuls prepare for their new home. “The desire to go back to the camp was **straight from my heart**,” says Deng. “I wanted to see how the rest were doing. It was a big thought for me that I had left them.”

Thousands of Kakuma’s 86,000 refugees are Lost Boys. Most of them have applied for U.S. visas.⁴ But until the visas are approved, the refugees live in mud huts, sleep on wooden slabs, and eat only grain and water. Most have never owned a book, which made the 1,000 donated dictionaries Deng, Ayiik, and Biar brought a **hot item**. Deng’s digital camera was also a hit. Some of the kids had never seen their own image and collapsed in squeals of delight. Tulasi Sharma works at the camp. “It is so important for the students to see the Lost Boys,” says Sharma. “To know that it is possible [to succeed] and to know that they have not been forgotten.”

The trip had an effect on the three from San Diego too.

2. **Foster families** are families that offer their homes to children who need a home for short or long periods of time.

3. The main goals of the **Rotary Club** are to help people in need and to build peace and understanding. There are “clubs” in many cities around the world.

4. A **visa** is an official document that gives visitors permission to enter or leave a country.

Fluency

Pacing: Phrasing

Intermediate/Advanced

Tell students that they will be doing a choral reading of the first full paragraph on the page. Remind students to read in phrases or complete sentences for clarity and not word by word. Model the fluency skill as you read the text at a moderate tempo. Then have one student read a sentence. Have another student join in, and a third, and so on. When students reach the end of the passage, have pairs of students reread to each other. To assess individual fluency, use the Oral Reading Guidelines on page T13.

Beginning/Intermediate

Have these students choral read only the first two sentences of the passage. Before they begin, model the pronunciation of the text. Then have students practice reading the paragraph in pairs before the choral reading.

Note Taking

Reread the text on the left. Then record your answers to the items below.

- 1. The most interesting word on this page is _____
because _____ .
- 2. One word that I didn't know on this page is _____ .
It means _____ .
- 3. One thing I read on this page that I already knew is _____ .
- 4. One thing I learned on this page that I didn't know is _____ .
- 5. Recap, or write in your own words, what you learned by reading this page.

6. Summarize below what you've recorded.

Most Interesting Word	New Word	One Thing I Already Knew	One Thing I Learned

Note Taking

To help students get started, you might want to model your thinking process for completing one of the items.

Interactive Question-Response

Content Vocabulary

Read aloud the word and definition of *village*.

Ask: *What did the soldiers do to Deng's village? (They shot people and burned down the homes in the village.)* Have a student read the sentence containing the Content Vocabulary word *separated*. **Ask:** *Why was Deng separated from his parents? (The situation happened very quickly and was very confusing. Deng ran away with the other children.)* Read aloud the definition of the word *desert*. **Ask:** *Why would Deng be so hungry and thirsty in the desert? (There are very few sources of food and water in the desert.)*

To Sum Up

Beginning/Intermediate Have students work in pairs to reread all the To Sum Up statements from the beginning of the article to page 200. Then have students decide together which three events are the most important so far. Provide the following sentence frame for students to complete.

The most important events are when _____, when _____, and when _____.

(The most important events are when the three boys visit the refugee camp in Kenya, when they decide to help other boys from Kenya go to America, and when they tell how they survived terrible things before moving to America.)

village (vil' ij) *n.* a place a little smaller than a town



separated (sep' ə rā ted) *v.* kept apart



desert (dez' ert) *n.* land without water and trees



"I was really uncomfortable to see them that way," Deng says of his friends who live in poverty. "The food that they have is still not enough. They are not getting any vegetables or oils. The water gets cut off after just an hour. It is so sad to me."

The three have come a long way. In 1987 Deng's family, members of Sudan's Dinka tribe, had just settled down to dinner. Suddenly, Sudanese soldiers surrounded their tiny village. "We heard a cry from a neighbor," he recalls. "There were horses, guns, men everywhere." In the confusion, he was separated from his mother and father. But, like many parents, they had warned him that if the men with guns came, he should run east.

With the sounds of the village burning and people being shot, 6-year-old Deng ran with the other children. He was wearing a T-shirt and shorts—the only clothes he would have for the next two years. Deng and the other kids joined up with a larger group heading across the desert. "I remember eating leaves, I was so hungry and thirsty," he recalls. Hundreds died of hunger or were killed by lions and crocodiles, according to Ayiik. "I was very scared. I think I made it because I saw other kids like me and I tried to be strong like them," he says. "I couldn't give up."

Years later, the three arrived in the United States. They had only enough money to last for three months. Judy Bernstein is a volunteer who helped the young men get used to life in their new country. "They would put eggs and milk in the cupboard, not the refrigerator," she says.

To Sum Up

- ▶ Deng lost his parents when soldiers attacked their village.
- ▶ The children survived terrible things before moving to America.

Note Taking

Reread the text on the left. Then record your answers to the items below.

- 1. The most interesting word on this page is _____
because _____ .
- 2. One word that I didn't know on this page is _____ .
It means _____ .
- 3. One thing I read on this page that I already knew is _____ .
- 4. One thing I learned on this page that I didn't know is _____ .
- 5. Recap, or write in your own words, what you learned by reading this page.

6. Summarize below what you've recorded.

Most Interesting Word	New Word	One Thing I Already Knew	One Thing I Learned

Note Taking

To help students get started, you might want to model your thinking process for completing one of the items.

Interactive Question-Response

Content Vocabulary

Have a student read the sentence containing the Content Vocabulary word *exploring*. **Ask:** *What are the Lost Boys exploring? (They are exploring America. They go to zoos and grocery stores, and they are trying fast foods.)* Then read aloud the word and definition for *rough*. **Ask:** *Why was living in rough parts of town a challenge? (The boys had to keep safe and watch out for danger.)*

Reflect

Partner Talk Have students work in pairs to answer. To help students get started: **Model** *To answer this, think about what is happening in the text. I know the article is about the Lost Boys of Sudan. This page tells what the boys learned in America. That's the main topic. Now I need to look for the most important details on this page.* Call on volunteers to provide the important details of the text. Write these on the board. **Model** *Finally, I have to state the main idea and important details in my own words.* Have students write the summary of the text, and encourage them to share their summaries with the class.

exploring (iks plôr' ing) *v.* looking around; getting to know



rough (ruf) *adj.* unpleasant or harsh; violent



To Sum Up

- The young men learned many things in their new country.
- The San Diego Rotary Club helped them a lot.

Lost Boys younger than 18 were placed in foster homes. 80 The rest had to fend for themselves.⁵ To get ready for job interviews, “they learned how to look someone in the eye, which is not part of the Dinka culture,” explains Bernstein. Sharing, however, is part of their culture. When one Lost Boy got a job interview, he would bring three or four of his “brothers” so they might find work too.

Many of them spent a lot of their early time in America exploring. They went to zoos and grocery stores. They tried fast food. And they learned to cook. “In Sudan only women cook,” says Ayiik, who has grown very fond of burgers. 90 “It was a hard thing to learn.” Their first apartments were often in rough parts of town. Usually five guys shared two bedrooms. For the San Diego Lost Boys, the local Rotary Club became a place to go. Bernstein took Deng and Ayiik to the club to speak about their experiences. The young men formed their own group within the club. The Rotarians helped with English lessons and job training.

5. The phrase **to fend for themselves** means “to take care of themselves without help from others.”

REFLECT

Summarize

Reread the boxed text. Write a brief summary of what you read on this page. Use your own words to retell only the most important ideas.

Possible answer: When the boys got to America, they spent a lot of time exploring and learning new things like how to cook. They lived in bad neighborhoods, but they spent a lot of time at the Rotary Club.



Talk about your answer with a partner.

Note Taking

Reread the text on the left. Then record your answers to the items below.

- 1. The most interesting word on this page is _____
because _____ .
- 2. One word that I didn't know on this page is _____ .
It means _____ .
- 3. One thing I read on this page that I already knew is _____ .
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- 5. Recap, or write in your own words, what you learned by reading this page.

6. Summarize below what you've recorded.

Most Interesting Word	New Word	One Thing I Already Knew	One Thing I Learned

Note Taking

To help students get started, you might want to model your thinking process for completing one of the items.

Interactive Question-Response

Comprehension Check

Have students identify words in the text that support their answer. (*“present themselves with dignity that’s amazing” and “big smiles and good senses of humor.”*) **Ask:** *Do you think they should be called the “Found Boys”? (yes/no) Why? (They have found better lives in America and want to help others in their home countries.)*



Comprehension Check

What does Stephen Brown say about the three boys? Check one.

- ☐ They are rude and lazy.
☐ They eat too much.
☒ They are kind and polite.

Look for the words *big*, *good*, and *help* on this page. Then write a sentence using each of these words. Read your sentence to a partner.

To Sum Up

- The three young men are studying at American colleges.
- They want to return to Sudan someday to help rebuild.

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Club member Stephen Brown helped them raise money to return to Kakuma. “Not only are they selfless and polite, but they present themselves with a dignity that’s amazing, considering what they’ve gone through,” he says. “They have big smiles and good senses of humor.”

All three young men attend local colleges. Deng studies communication and general education. He also works at a graphic design company. Ayiik studies business accounting and works as a file clerk. Biar, the shyest of the three, studies education. “We passed a big disaster, and now we’re having a good life and good experiences,” says Deng. Eventually the men, who are all single, plan to return to Sudan. They want to help rebuild—and perhaps find wives.

These days they seem neither boyish nor lost. As Simon Laur, a 24-year-old refugee in the Kakuma class, suggests, “Maybe we should call you the Found Boys.”

Oral Assessment

Provide the following prompts to one student at a time. Observe individuals’ responses. See the Oral Assessment Rubric on page T14 to determine students’ levels of language output.

1. Who are the Lost Boys of Sudan?
2. Why did they run from their homes?
3. What happened after they came to America?
4. How are they helping other refugees?
5. What do the boys plan to do in the future?

Note Taking

Reread the text on the left. Then record your answers to the items below.

- 1. The most interesting word on this page is _____
because _____ .
- 2. One word that I didn't know on this page is _____ .
It means _____ .
- 3. One thing I read on this page that I already knew is _____ .
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6. Summarize below what you've recorded.

Most Interesting Word	New Word	One Thing I Already Knew	One Thing I Learned

Note Taking

To help students get started, you might want to model your thinking process for completing one of the items.

Comprehension Check

B. Intermediate

Explain to students that one way to decide what is important is to see what would happen if the detail was left out of the article. Ask students if the article would be as informative if the detail was taken out. Encourage students to decide by returning to the text to check the importance of the details given.

Writing Link

Fact Sheet

Have students to use information from “TIME: Message of Hope” to write a fact sheet about refugees from Sudan who now live in America. Write the following guidelines on the board.

- **Your readers:** seventh graders who have not read “TIME: Message of Hope”
- **Your purpose:** inform other students about the lives of three refugees from Sudan who came to America
- **Your format:** Make a list of bulleted facts. Do not write in paragraphs.
- **The length:** one page

Comprehension Check

- A. Read the main idea for “TIME: Message of Hope” below. Then write two supporting details for that main idea.

Main Idea: Three boys who live in America return to their old refugee camp in Kenya.

Supporting Detail: They were part of a group called the Lost Boys.

Supporting Detail: They want to help other boys who are going to live in America to prepare for their move.

- B. Read each sentence. Circle the numbers of the three sentences that you think are the most important details from the magazine article.

1. The young men wear shirts and ties.
2. The Lost Boys are children who lost their parents in Sudan’s civil war.
3. Most of the Lost Boys have applied for U.S. visas.
4. David Ayiik likes to eat burgers.
5. When the young men moved to America, they spent time at the San Diego Rotary Club.

- C. Think about the main idea and important details in the article. Then write a summary of “TIME: Message of Hope” in your own words.

During Sudan’s civil war, _____
Possible answer: thousands of boys lost their homes and families. They
became refugees and walked across the desert to Ethiopia and Kenya.
They were called the Lost Boys. The article is about three of the Lost Boys
who moved to America to work and go to college. They have returned to
the refugee camp in Kenya to help other boys who will be moving to the U.S.

For more practice, see pages 272–273.

Grammar Link

BLM

Future Time Clauses with *Before*, *After*, and *When*

Prepare students to complete the activity master on page A29. Read the grammar instruction with students and complete the first item with them to help them get started.



7.3 Analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support understanding.
7.3.C Analyze how place and time influence the theme or message of a literary work.

from

Barrio Boy

and

by Ernesto Galarza

How I Learned English

by Gregory Djanikian

from Barrio Boy and How I Learned English 207

Oral Language

Build Background

Read the titles and authors. Explain that students will read *Barrio Boy* by Ernesto Galarza, a Mexican-American author. Explain that students will also read "How I Learned English" by Gregory Djanikian, an Armenian author who was born in Egypt. **Ask:** *Who knows what barrio means? (neighborhood)*

Talk About the Autobiography and the Poem

Explain that *Barrio Boy* is about a Mexican boy who starts school in the United States. Explain that "How I Learned English" is a poem about a boy who learns English while playing baseball.

Beginning **Ask:** *Do you remember what it was like when you first started to learn a new language? (yes/no)*

Intermediate Ask students to think about what it is like to learn a new language. Have them complete the following sentence frame: *It is difficult to learn a new language because _____.*

Advanced/Advanced High Ask students to think about a time when they felt a moment of success learning a new language. Encourage students to share their thoughts with the class.

Lesson at a Glance

Oral Language

- Build Background
- Talk about the Autobiography and the Poem

Vocabulary

- Content Vocabulary

Phonics

- Consonant Blends with s

Literary Element

- Setting

Reading Skill

- Compare and Contrast

Writing Link

- Postcard

Comprehension

- Graphic Organizer BLM

Word Study

- Compound Words

Grammar Link

- The Simple Past Tense: Irregular Verbs BLM

BLM

BLM

BLM

Technology

- Student Works™ Plus
- Teacher Works™ Plus
- Listening Library Audio CD
- Classroom Presentation Toolkit
- Glencoe Visual Vocabulary
- Skill Level Up!™ A Skill-Based Language Arts Game

Interactive Question-Response

Connect to the Autobiography and the Poem

Read aloud *Connect to the Autobiography and the Poem*. Reproduce the web on the board.

Model *I want to be a good friend. I can become a good friend by spending time with my friends and by listening to my friends when they talk.* Model writing your response in the web, and have volunteers suggest other responses. Then have individuals complete their own webs.

Literary Element Setting

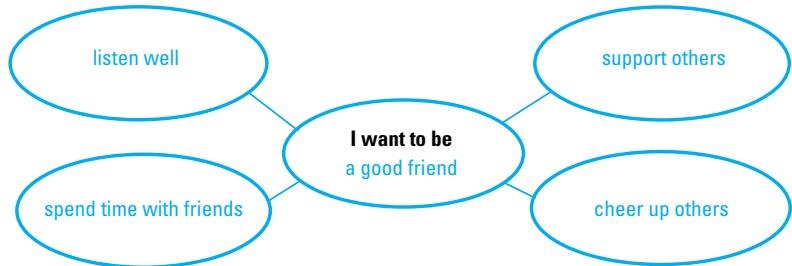
Read aloud the Literary Element. Remind students that setting is where and when a story or a poem takes place. Think of a story or a poem that students have recently read in class or would be familiar with. Ask students to identify the setting.

Reading Skill Compare and Contrast

Read aloud the Reading Skill. Explain to students that comparing and contrasting texts is important because it helps the reader understand both texts better. Write two different settings on the board, such as: *One story takes place in a small town in China in the 1940s. The other story takes place in a small town in Spain in the 1940s.* **Ask:** *How are the settings of the stories similar? (The stories both take place in small towns in the 1940s.) How are the settings of the stories different? (The stories take place in different countries. One story takes place in China and the other story takes place in Spain.)*

Connect to the Autobiography and the Poem

What type of person do you want to be? How can you become who you want to be? Write who you want to be in the center oval. Write the ways you can become that person in the outer ovals.



Literary Element Setting

Setting is where and when a story or poem takes place. The setting helps create the mood, or feeling, of the story. Look for details that tell when and where events take place.

Reading Skill Compare and Contrast

When you **compare**, you find ways that two texts are alike and how they are different. When you **contrast**, you find ways that two texts are different. You can compare and contrast any element of two texts, such as setting.

When you compare and contrast settings, you understand both texts better. You can use what you have learned about the setting of one text to help you think about the other text.

After you read the two texts, think about how they are alike and how they are different.

Ask yourself:

- Where do the events take place?
- In what time do the events take place?
- How are the settings alike and different?

Talk with a partner about the pictures. Discuss how the pictures help you learn the words.

Content Vocabulary

signaled (sig' nald) v. sent a message with a motion
*The teacher **signaled** for us to sit down.*

> Cognate (Spanish)
señalar.



secure (si kyoor') adj. safe
*The paintings are **secure** in the museum.*

> Cognate (Spanish)
seguro(a)



energetic (en ar jet' ik) adj. full of energy; lively
*This **energetic** dog plays all day long.*

> Cognate (Spanish)
enérgico(a)



private (pri' vit) adj. not for everyone; kept to yourself
*I did not let my sister read my **private** letter.*

> Cognate (Spanish)
privado(a)



plopped (plopt) v. dropped or fell heavily
*I **plopped** the laundry onto the floor.*



clutching (kluch' ing) v. holding tightly
*James was **clutching** his father's hand in the crowd.*



stamping (stamp' ing) v. hitting something hard against the ground
*The unhappy child was **stamping** his foot on the floor.*



dusk (dusk) n. the time of day just before night
*At **dusk**, it starts to get dark.*



For more practice, see page 274.



from Barrio Boy and How I Learned English

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Vocabulary Routine

To introduce the vocabulary, read aloud the words and definitions in the student book and have students repeat after you. Discuss how the pictures illustrate the words or sentences. Then follow the vocabulary routine below.

Content Vocabulary

Define: If someone **signaled**, they sent a message with a motion. **Example:** The crossing guard **signaled** that it was safe to cross the street. **Ask:** Describe a time when someone signaled to you. **DESCRIPTION**

Someone or something that is **secure** is safe. *The little boy feels secure when he has his toy bear.* What is another word for **secure**? **SYNONYM**

An **energetic** person is lively and full of energy. *I always feel energetic if I sleep well.* What is the opposite of **energetic**? **ANTONYM**

If something is **private**, it is not for everyone. *I had a private conversation with my best friend.* What is the opposite of **private**? **ANTONYM**

Plopped means dropped or fell heavily. *Alicia plopped down on the couch next to her sister.* Why would someone plop down on a couch?

EXPLANATION

If you are **clutching** something, you are holding it tightly. *Renato's knuckles hurt from clutching the baseball bat.* How are the words **clutching** and **holding** alike? How are they different? **COMPARE AND CONTRAST**

Stamping means hitting something hard against the ground. *The dancers were stamping their feet and clapping their hands.* Give an example of a time you stamped your feet. **EXAMPLE**

Dusk is the time of day just before night. *I watched the sun set at dusk.* Describe what the sky looks like at dusk. **DESCRIPTION**

Vocabulary Practice Have students complete the vocabulary practice activity on page 274.

Phonics

Consonant Blends with sk

Tell students that they are going to practice consonant blend **sk**. Explain to students that the consonants are blended, but each consonant keeps its own sound. Ask students to find a content vocabulary word with the consonant blend **sk** at the end of the word (**dusk**). Slowly pronounce the word, and have students show one and two fingers, respectively, when they hear /s/ and /k/. Then have students say the word.

Write the following words on the board. Briefly explain their meanings, and have students pronounce them after you.

ask

desk

husk

risk

tusk

brisk

Interactive Question-Response

Comparing Literature

Ask students to share what they underlined in the text. Remind students that to contrast two things means to look at their differences. **Ask:** *How does the narrator contrast Lincoln School with the school he attended in Mazatlán? (The narrator explains that the Lincoln School has a shingled roof. The school he attended in Mazatlán had a red tile roof.)*



Comparing Literature

Underline the words that describe Lincoln School.

To Sum Up

- Ernesto is starting school in the United States.
- Ernesto is nervous.
- His neighbors have told him what to do and what to expect.

210

from

Barrio Boy

The two of us walked south on Fifth Street one morning to the corner of Q Street and turned right. Half of the block was occupied by the Lincoln School. It was a three-story wooden building, with two wings that gave it the shape of a double-T connected by a central hall. It was a new building, painted yellow, with a shingled roof that was not like the red tile of the school in Mazatlán.¹ I noticed other differences, none of them very reassuring.

We walked up the wide staircase hand in hand and
10 through the door, which closed by itself. A mechanical contraption screwed to the top shut it behind us quietly.

Up to this point the adventure of enrolling me in the school had been carefully rehearsed. Mrs. Dodson had told us how to find it and we had circled it several times on our walks. Friends in the *barrio*² explained that the director was called a principal, and that it was a lady and not a man. They assured us that there was always a person at the school who could speak Spanish.

Exactly as we had been told, there was a sign on the
20 door in both Spanish and English: "Principal." We crossed the hall and entered the office of Miss Nettie Hopley.

1. **Mazatlán** (mä sät län') is a city in Mexico.

2. A **barrio** (bä' ré ô) is a Hispanic neighborhood.

Comprehension

BLM

To support students as they read the selection, have them begin the graphic organizer on page A30.

Miss Hopley was at a roll-top desk to one side, sitting in a swivel chair that moved on wheels. There was a sofa against the opposite wall, flanked by two windows and a door that opened on a small balcony. Chairs were set around a table and framed pictures hung on the walls of a man with long white hair and another with a sad face and a black beard.

The principal half turned in the swivel chair to look at us over the pinch glasses crossed on the ridge of her nose. To do this she had to duck her head slightly as if she were about to step through a low doorway.

What Miss Hopley said to us we did not know but we saw in her eyes a warm welcome and when she took off her glasses and straightened up she smiled wholeheartedly,³ like Mrs. Dodson. We were, of course, saying nothing, only catching the friendliness of her voice and the sparkle in her eyes while she said words we did not understand. She signaled us to the table. Almost tiptoeing across the office, I maneuvered myself to keep my mother between me and the gringo⁴ lady. In a matter of seconds I had to decide whether she was a possible friend or a menace.⁵ We sat down.

Then Miss Hopley did a formidable⁶ thing. She stood up. Had she been standing when we entered she would have seemed tall. But rising from her chair she soared. And what she carried up and up with her was a buxom superstructure, firm shoulders, a straight sharp nose, full cheeks slightly molded by a curved line along the nostrils, thin lips that moved like steel springs, and a high forehead topped by hair gathered in a bun. Miss Hopley was not a

3. **Wholeheartedly** means "sincerely."

4. A **gringo** lady is one who is white and not Hispanic.

5. **Menace** means "danger" or "threat."

6. A **formidable** person causes fear in others.



Comprehension Check

How does Miss Hopley make Ernesto feel welcome? Check the correct answer.

- ☒ She smiles and speaks in a friendly voice.
- ☐ She speaks to Ernesto in Spanish.
- ☐ She stands up from her chair.

signaled (sig' nald) v. sent a message with a motion



To Sum Up

- Ernesto and his mother meet the school principal, Miss Hopley.
- Miss Hopley speaks English, but Ernesto and his mother speak Spanish.
- Ernesto and his mother do not understand Miss Hopley.

Interactive Question-Response

Comprehension Check

Ask students to share what they checked.

Ask: What do you think it means to smile wholeheartedly? (it means to smile with your whole heart; to smile sincerely)

Content Vocabulary

Read aloud the word and definition. **Ask:** Why does Miss Hopley signal the narrator and his mother to the table? (Miss. Hopley signals the narrator and his mother to the table because she does not speak Spanish and they do not speak English.)

Interactive Question-Response

Comprehension Check

If students have difficulty responding, explain that an *interpreter* is someone who explains the meaning of something to someone else. Then have students share what they checked.

Content Vocabulary

Have a student read aloud the word and definition. **Ask:** *Who makes the narrator feel secure while he is in Miss Hopley's office? (Doña Henriqueta, the narrator's mother, makes the narrator feel secure.)*



Comprehension Check

Why does Miss Hopley call an interpreter? Check the correct answer.

- ☐ She wants Ernesto to meet new people.
- ☒ She needs someone to speak Spanish.
- ☐ She is tired of talking and filling out papers.

secure (si kyoor') *adj.* safe



To Sum Up

- Miss Hopley calls in a boy to speak Spanish for her.
- Miss Hopley fills out Ernesto's papers.
- Miss Hopley takes Ernesto to Miss Ryan's first-grade class.

giant in body but when she mobilized it to a standing position she seemed a match for giants. I decided I liked her. She strode to a door in the far corner of the office, opened it and called a name. A boy of about ten years appeared in the doorway. He sat down at one end of the table. He was brown like us, a plump kid with shiny black hair combed straight back, neat, cool, and faintly obnoxious.⁷

Miss Hopley joined us with a large book and some papers in her hand. She, too, sat down and the questions and answers began by way of our interpreter. My name was Ernesto. My mother's name was Henriqueta. My birth certificate was in San Blas. Here was my last report card from the Escuela Municipal Numero 3 para Varones⁸ of Mazatlán, and so forth. Miss Hopley put things down in the book and my mother signed a card.

As long as the questions continued, Doña⁹ Henriqueta could stay and I was secure. Now that they were over, Miss Hopley saw her to the door, dismissed our interpreter and without further ado took me by the hand and strode down the hall to Miss Ryan's first grade.

Miss Ryan took me to a seat at the front of the room, into which I shrank—the better to survey her. She was, too skinny, somewhat runty to me, of a withering height when she patrolled the class. And when I least expected it, there she was, crouching by my desk, her blond radiant face level with mine, her voice patiently maneuvering me over the awful idiocies of the English language.

⁷ **Obnoxious** means "annoying."

⁸ The mother's first name is **Henriqueta** (en' ri ke' tā). Ernesto was born in **San Blas**. He went to a school called **Escuela Municipal para Varones** (es kwā' lá mōō nē' sé pāl' pā' rā bā rō' nes).

⁹ **Doña** (dōn' yā) is a term of respect for a married woman.

During the next few weeks Miss Ryan overcame my fears of tall, energetic teachers as she bent over my desk to help me with a word in the pre-primer. Step by step, she loosened me and my classmates from the safe anchorage of the desks for recitations at the blackboard and consultations at her desk. Frequently she burst into happy announcements to the whole class. "Ito can read a sentence," and small Japanese Ito, squint-eyed and shy, slowly read aloud while the class listened in wonder: "Come, Skipper, come. Come and run." The Korean, Portuguese, Italian, and Polish first graders had similar moments of glory, no less shining than mine the day I conquered "butterfly," which I had been persistently¹⁰ pronouncing in standard Spanish as boo-ter-flee. "Children," Miss Ryan called for attention. "Ernesto has learned how to pronounce *butterfly*!" And I proved it with a perfect imitation of Miss Ryan. From that celebrated success, I was soon able to match Ito's progress as a sentence reader with "Come, butterfly, come fly with me."

Like Ito and several other first graders who did not know English, I received private lessons from Miss Ryan in the closet, a narrow hall off the classroom with a door at each end. Next to one of these doors Miss Ryan placed a large chair for herself and a small one for me. Keeping an eye on the class through the open door she read with me about sheep in the meadow and a frightened chicken

energetic (en əɹ jət' ik) *adj.* full of energy; lively



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Comprehension Check

How are Ernesto and his classmates alike? Check the correct answer.

- ☐ They are all skinny.
- ☐ They all speak Spanish.
- ☒ They are all learning English.

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private (pri' vit) *adj.* not for everyone; kept to yourself



To Sum Up

- Ernesto is in class with children from many other countries.
- All of the students are learning to speak English.
- Miss Ryan gives private English lessons to each child.

from Barrio Boy

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Interactive Question-Response

Comprehension Check

Ask students to share their answers. Then ask students to name the nationalities of other students in Miss Ryan's class. If students have difficulty: **Model** *One of Ernesto's classmates is Japanese. The Japanese student's name is Ito.*

Content Vocabulary

Ask students to read aloud the words and definitions. **Ask:** *Who does Ernesto describe as energetic? (Ernesto describes the teachers at his school as energetic.) Who gives Ernesto private lessons? (Miss Ryan gives Ernesto private lessons.)*

10. If you do something **persistently** you do it again and again.

Differentiated Instruction

Clarify the Text Help students understand Ernesto's experience learning English.

Beginning Have students reread the To Sum Up box. **Ask:** *How does the class learn to speak English? (Miss Ryan gives private lessons to each child.)*

Intermediate Have partners read aloud the second paragraph. Then have students complete the following sentence frames: Miss ____ is a very encouraging teacher. She gives all the non-native English speakers private _____. (lessons).

Advanced/Advanced High Read aloud the sentence that begins "Step by step, she loosened me . . .". Explain that *anchorage* means "the state of being held in place." Explain that *recitations* are "when a student repeats words from memory." Explain that *consultations* are "when the teacher talks something over with a student." Then ask students to restate this sentence in their own words.

Interactive Question-Response

Comparing Literature

If students have difficulty responding: **Ask:** *What do you know about the students in Miss Ryan's class? Are they all American students? (I know that the students in Miss Ryan's class speak different languages. They are not all American.)*

Comprehension Check

Have students share what they underlined in the text. **Ask:** *What reason does Ernesto give for doing so well in first grade? (Ernesto says that he graduated with honors because he fell in love with Miss Ryan.)*



Comparing Literature

How is Lincoln School like Ernesto's neighborhood? Check the correct answer.

- ☐ Everyone there speaks Japanese.
- ☐ Almost everyone comes there from Mexico.
- ☒ People come there from all over the world.



Comprehension Check

Underline the sentence that shows Ernesto is a good student.

going to see the king, coaching me out of my phonetic¹¹ ruts in words like *pasture*, *bow-wow-wow*, *hay*, and *pretty*, which to my Mexican ear and eye had so many unnecessary

110 sounds and letters. She made me watch her lips and then close my eyes as she repeated words I found hard to read. When we came to know each other better, I tried interrupting to tell Miss Ryan how we said it in Spanish. It didn't work. She only said "oh" and went on with *pasture*, *bow-wow-wow*, and *pretty*. It was as if in that closet we were both discovering together the secrets of the English language and grieving together over the tragedies of Bo-Peep. The main reason I was graduated with honors from the first grade was that I had fallen in love with Miss Ryan. 120 Her radiant, no-nonsense character made us either afraid not to love her or love her so we would not be afraid, I am not sure which. It was not only that we sensed she was with it, but also that she was with us.

Like the first grade, the rest of the Lincoln School was a sampling of the lower part of town where many races made their home. My pals in the second grade were Kazushi, whose parents spoke only Japanese; Matti, a skinny Italian boy; and Manuel, a fat Portuguese who would never get into a fight but wrestled you to the ground and just sat on 130 you. Our assortment of nationalities included Koreans, Yugoslavs, Poles, Irish, and home-grown Americans.

Miss Hopley and her teachers never let us forget why we were at Lincoln: for those who were alien,¹² to become good Americans; for those who were so born, to accept the rest of us. Off the school grounds we traded the same

To Sum Up

- Miss Ryan reads with Ernesto.
- Miss Ryan is a good teacher.
- Ernesto graduates from first grade with honors.

11. **Phonetic** means "related to speech sounds."

12. Here, **alien** refers to people born outside the United States.

insults we heard from our elders. On the playground we were sure to be marched up to the principal's office for calling someone a wop, a chink, a dago, or a greaser.¹³ The school was not so much a melting pot¹⁴ as a griddle where Miss Hopley and her helpers warmed knowledge into us and roasted racial hatreds out of us.

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At Lincoln, making us into Americans did not mean scrubbing away what made us originally foreign. The teachers called us as our parents did, or as close as they could pronounce our names in Spanish or Japanese. No one was ever scolded or punished for speaking in his native tongue on the playground. Matti told the class about his mother's down quilt, which she had made in Italy with the fine feathers of a thousand geese. Encarnación¹⁵ acted out how boys learned to fish in the Philippines. I astounded the third grade with the story of my travels on a stagecoach, which nobody else in the class had seen except in the museum at Sutter's Fort. After a visit to the Crocker Art Gallery and its collection of heroic paintings of the golden age of California, someone showed a silk scroll with a Chinese painting. Miss Hopley herself had a way of expressing wonder over these matters before a class, her eyes wide open until they popped slightly. It was easy for me to feel that becoming a proud American, as she said we should, did not mean feeling ashamed of being a Mexican.

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13. *Wop, chink, dago, and greaser* are hurtful names for people of different nationalities.

14. Here, a *melting pot* means a place where people of different cultures become one culture.

15. *Encarnación* is a boy's name.

To Sum Up

- At Lincoln School, students are proud of their own culture.
- Ernesto learns that he can be proud to be American and proud to be Mexican at the same time.

from Barrio Boy

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Interactive Question-Response

To Sum Up

Beginning/Intermediate Have students work in pairs to reread all the To Sum Up statements in "Barrio Boy." Then have students decide together which three events are the most important. Provide the following sentence frame for students to complete:

The most important events are when _____, when _____, and when _____.

(The most important events are when Miss Hopley takes Ernesto to Miss Ryan's first grade class, when all of the students are learning to speak English, and when Ernesto learns that he can be proud to be American and proud to be Mexican at the same time.)

Comprehension

BLM

To support students as they read the selection, have them add to the graphic organizer on page A30.

Interactive Question-Response

Comparing Literature

Ask students to share what they checked.

Ask: *What does the place where the boys play baseball look like? (It is an empty lot surrounded by trees.)*

Content Vocabulary

Ask a student to read aloud lines 8–13, containing the Content Vocabulary word *plopped*. **Ask:** *Does the speaker of the poem feel comfortable in his new setting? (No, the speaker feels uncomfortable in his new setting.)*



Comparing Literature

Where is the narrator?

Check the correct answer.

- ☐ at home with his family
☐ at a sports stadium
☒ on a baseball field in an empty lot

plopped (plopt) *adj.* dropped or fell heavily



Stung means "hit."

To Sum Up

- The narrator has just arrived in the United States.
- He joins in a neighborhood baseball game.
- The ball hits him in the head.

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How I Learned English

It was in an empty lot
 Ringed by elms and fir and honeysuckle.
 Bill Corson was pitching in his buckskin jacket,
 Chuck Keller, fat even as a boy, was on first,
 His t-shirt riding up over his gut,

Ron O'Neill, Jim, Dennis, were talking it up
 In the field, a blue sky above them
 Tipped with cirrus.¹ And there I was,
 Just off the plane and plopped in the middle
 Of Williamsport, Pa. and a neighborhood game,

Unnatural and without any moves,
 My notions² of baseball and America
 Growing fuzzier each time I whiffed.³
 So it was not possible that I,
 Banished⁴ to the outfield and daydreaming

Of water, or a hotel in the mountains,
 Would suddenly find myself in the path
 Of a ball **stung** by Joe Barone.
 I watched it closing in
 Clean and untouched, transfixed⁵

By its easy arc before it hit
 My forehead with a thud.
 I fell back,

1. **Cirrus** refers to high, thin clouds.

2. **Notions** are ideas.

3. In baseball, **whiffed** means "struck out."

4. **Banished** means "sent away."

5. **Transfixed** means "holding still."

Word Study

BLM

Compound Words

Prepare students to complete the activity master on page A31. Tell students that a compound word is made up of two or three words together that share one meaning. Point out the words *outfield* and *daydreaming* in line 15 of "How I Learned English." Explain that the word *outfield* is an example of a compound word because it is made up of two words, *out* and *field*. *Daydreaming* is an example of a compound word because it is made up of the words *day* and *dreaming*. Explain to students that knowing the meaning of the individual words in a compound word can help them to figure out the meaning of the compound word. Then have students practice identifying compound words by completing the activity on page A31.

Dazed, clutching my brow,
Groaning, "Oh my shin, oh my shin,"⁶

And everybody peeled away from me
And dropped from laughter, and there we were,
All of us writhing⁷ on the ground for one reason
Or another.

Someone said "shin" again,

There was a wild stamping of hands on the
ground,

A kicking of feet, and the fit
Of laughter overtook me too,
And that was important, as important
As Joe Barone asking me how I was

Through his tears, picking me up
And dusting me off with hands like swatters,⁸

6. The ball hits the narrator in the **brow** (the forehead), but he calls it the wrong thing. The **shin** is a bone in the leg.
7. **Writhing** is twisting like a worm or snake.
8. The narrator compares Joe's hands to fly **swatters**. Fly swatters are tools used to kill bugs.

REFLECT

Compare and Contrast

Compare and contrast the settings in *Barrio Boy* and "How I Learned English." In what ways are they similar? In what ways are they different? What do you learn from the settings?

Barrio Boy is set in an American school. "How I Learned English" is set in an empty lot where kids play baseball. The settings show that English can be learned both in school and outside of school.



Talk about your answer with a partner.

Comprehension Check

How do you know that the narrator does not speak English very well? Check the correct answer.

- ☐ He can't hit the baseball.
☒ He calls his forehead a shin.
☐ He laughs at himself.

clutching (kluch' ing) v. holding tightly



stamping (stamp' ing) v. hitting something hard against the ground



To Sum Up

- ▶ The narrator falls back, holds his head, and says, "My shin! My shin!"
- ▶ The other players laugh, and the narrator starts to laugh, too.
- ▶ One of the other players helps him up.

Interactive Question-Response

Comprehension Check

Ask students to share their answers. **Ask:** *What does the narrator mean to say, instead of "Oh my shin, oh my shin"? (The narrator means to say "Oh my brow, oh my brow.")*

Content Vocabulary

Have students read aloud the words and definitions. **Ask:** *Why is the narrator clutching his brow? (He is clutching his brow because a baseball just hit him in the head.) Why are the boys stamping their hands on the ground? (They are stamping their hands on the ground because they are laughing at the narrator.)*

Reflect

Partner Talk Have students work in pairs to answer. To help students get started: **Ask:** *Where does "Barrio Boy" take place? (in a school) Where does "How I Learned English" take place? (in an empty lot where kids play baseball). Are the settings the same? (no) What does this tell you about where people learn new languages?*

Differentiated Instruction

Clarify the Text Help students understand the moment when the narrator gets hit by a baseball.

Beginning Explain that the narrator is hit in the head. He mistakenly calls his head his shin. **Ask:** *Does the narrator keep playing with the other boys? (Yes.)*

Intermediate Have partners read the first box of text. Then have students complete the following sentence frames: *The narrator gets hit in the _____ (brow; head) with a baseball. Then he mistakenly calls his head his _____. (shin) He and the other boys fall on the ground because _____. (they are laughing so hard)*

Advanced/Advanced High After students have read the complete text: **Ask:** *The narrator laughs at himself. Why do you think the narrator says laughing at himself was "important"? (At first the narrator felt uncomfortable playing baseball with the other boys. I think that when he laughs at himself, he starts to feel comfortable.)*

Interactive Question-Response

Content Vocabulary

Read aloud the word and definition. **Ask:** *What do the boys do until dusk? (The boys play baseball until dusk.)*

To Sum Up

Beginning/Intermediate Have students reread all the To Sum Up statements in “How I Learned English.” Then have students retell the major events of the poem by completing the following sentence frames:

The narrator joins in a neighborhood _____ (baseball) game.

A _____ (ball) hits him in the head.

He calls his head a _____. (shin)

He and the other boys _____ together. (laugh)

dusk (dusk) *n.* the time of day just before night.



And though my head felt heavy,
I played on till dusk

40 Missing flies and pop-ups and grounders⁹

And calling out in desperation¹⁰ things like
“Yours” and “take it,” but doing all right,

Tugging at my cap in just the right way,

Crouching low, my feet set,

45 “Hum baby” sweetly on my lips.

To Sum Up

- They all play baseball together for the rest of the day.

9. **Flies** are balls hit high into the air. **Pop-ups** are short flies. **Grounders** are balls that roll or bounce along the ground.

10. **Desperation** is a lack of hope.

Comprehension

BLM

To support students as they read the selection, have them complete the graphic organizer on page A30.

Vocabulary Check

A. Circle the picture that best answers the question.

1. Which person is **clutching** something?



3. Which place is **private**?



2. Which picture shows **dusk**?



B. Match each vocabulary word with its meaning.

- | | |
|-----------------------------|-----------------------|
| 4. signaled <u>d</u> | a. safe |
| 5. secure <u>a</u> | b. fell heavily |
| 6. plopped <u>b</u> | c. hitting the ground |
| 7. stamping <u>c</u> | d. made a motion |

C. Think about "Barrio Boy" and "How I Learned English."
Check the correct meaning of each vocabulary word.

- | | |
|--|---|
| 8. She was a tall, energetic athlete. | 10. The person was stamping on the floor. |
| ☐ frightening | ☐ walking gently |
| ☒ lively | ☐ falling down |
| ☐ moving | ☒ walking heavily |
| 9. The rain plopped in the middle of my head. | |
| ☒ dropped | |
| ☐ put away | |
| ☐ given up | |

Vocabulary Check

C. Advanced

Read aloud each statement. Point out the boldfaced words and have students reread the definitions and example sentences from Before You Read. Then have students complete the activity.

Grammar Link

BLM

The Simple Past Tense: Irregular Verbs

Prepare students to complete the activity master on page A32. Read the grammar instruction with students, and complete the first item with them to help them get started.

Comprehension Check

A. Beginning/Intermediate

If students have difficulty responding, direct them to page 210 of “Barrio Boy” and page 216 of “How I Learned English.” Explain that a description of a setting of a story or a poem can often be found at the beginning of the literary work.

After Reading Have students complete the after reading activity on page 275.

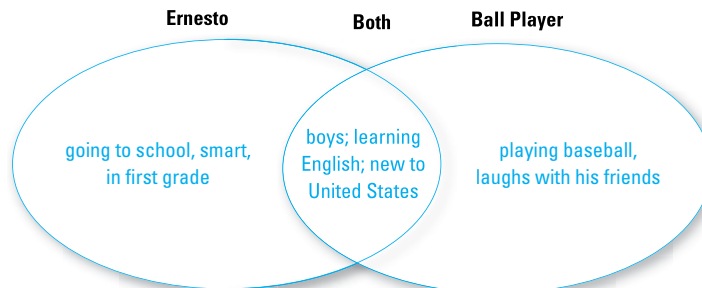
Comprehension Check

A. Draw a picture of Lincoln School from “Barrio Boy.” Then draw the baseball field from “How I Learned English.”

drawings may include a classroom, playground, or principals office

drawings may include a baseball field or just the outfield

B. Compare and contrast Ernesto from “Barrio Boy” and the narrator in “How I Learned English.” How are they alike? How are they different?



C. Think about the autobiography and the poem. Then complete the sentences.

- Both of these texts are about a boy learning to speak English.
- Ernesto starts learning at school, and the other boy learns a word during a baseball game.
- Ernesto takes lessons with his teacher, Miss Ryan.
- The baseball player gets an English lesson from the other players.

For more practice, see page 275.



Writing Link

Postcard

Have students imagine that they are either Ernesto from “Barrio Boy” or the narrator from “How I Learned English.” Ask students to write a postcard to a friend from their home country. Encourage students to write about their experience learning English. Encourage them to include details from the selections in their postcards. Remind students to consider the audience for their postcard and to adjust their level of formality to fit.



7.5 Understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support understanding. Explain a playwright's use of dialogue and stage directions.

7.3.C Analyze how place and time influence the theme or message of a literary work.

The Monsters Are Due on Maple Street

by Rod Serling

The Monsters Are Due on Maple Street

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Oral Language

Build Background

Read the title and author. Explain that students will read "The Monsters Are Due on Maple Street" by Rod Serling, a screenwriter who wrote most of the episodes of a popular television drama called *The Twilight Zone*. **Ask:** *What are monsters? (unnatural, imaginary creatures; cruel people) What does it mean if something is due to happen? (something is expected to happen)*

Talk About the Teleplay

Tell students that the teleplay is about a power outage. Explain that, in the resulting confusion, some of the residents decide that there are aliens from outer space living among them.

Beginning **Ask:** *Have you ever heard of aliens from outer space? (yes/no)* Draw stars, planets, and a UFO on the board.

Intermediate **Ask:** *What have you heard, read, or seen in the movies about aliens from outer space?* **Model** *I'm not sure if aliens from outer space exist, but I do know that in books and movies aliens travel in space ships.*

Advanced/Advanced High Help students generate a list of terms associated with aliens from outer space. **Model** *I know that in books and movies aliens travel in space ships.* Write *space ships* on the board, and encourage students to add to the list.

Lesson at a Glance

Oral Language

- Build Background
- Talk About the Teleplay

Vocabulary

- Selection Vocabulary
- Content Vocabulary
- Academic Vocabulary

Phonics

- Vowel /a/

Literary Element

- Teleplay

Reading Strategy

- Monitor Comprehension

Writing Link

- Summary

Fluency

- Expression and Intonation: Dialogue

Comprehension

- BLM



Grammar Link

- Sentence Fragments BLM



Technology

- Student Works™ Plus
- Teacher Works™ Plus
- Listening Library Audio CD
- Classroom Presentation Toolkit
- Glencoe Visual Vocabulary
- Skill Level Up!™ A Skill-Based Language Arts Game



Interactive Question-Response

Connect to the Teleplay

Read aloud Connect to the Teleplay. Reproduce the chart on the board. **Model** *If the power went out on my street, I wouldn't be able to watch TV. Instead I could go outside and play basketball.* Model writing your response in the chart, and have volunteers suggest other responses. Then have individuals complete their own charts.

Literary Element Teleplay

Read aloud the Literary Element. Have students preview the first page of the teleplay. Have students point to the text that tells them what act of the teleplay they are about to read. Then have students point to the first stage direction.

Reading Strategy Monitor Comprehension

Read aloud the Reading Strategy. Remind students that monitoring comprehension as they read is important because it helps readers make sure they understand what they are reading. Ask students to think of questions about a story that begin with *who, what, where, when, and why*. **Model** *Who are the main characters? What is the conflict in the story?*

Connect to the Teleplay

Imagine the power went out. Think about what it would be like if lights, telephones, and cars stopped working. With a partner, talk about what the experience would be like for you and your neighbors. Write what you would not be able to do in the left column. Think of solutions to these problems and write them in the right column.

If the power went out . . .	A solution to these problems might be . . .
I could not watch TV.	to go outside and play basketball instead.

Literary Element Teleplay

A **teleplay** is a play written for television. A teleplay is divided into **acts** and **scenes**, just like a play written for the stage. A teleplay contains stage directions. Stage directions give information to the actors and the studio crew. Stage directions can

- > describe characters, settings, and mood.
- > tell the actors and studio crew what to do.

The written play shows stage directions in *italics* within brackets. For example, if the writer wants a view of the night sky, he or she might write:

[*Fade in on a shot of the night sky.*]

Reading Strategy Monitor Comprehension

When you **monitor comprehension**, you make sure you understand what you are reading. You ask yourself questions about the characters, actions, and events.

To monitor comprehension,

- > ask yourself questions about the story that start with *who, what, where, when*.
- > reread parts of the text that you don't understand.
- > ask yourself questions about ideas and elements that appear in the story.

Selection Vocabulary Practice saying the words with a partner.

infinity (in fin' ə tē) *n.* time or space that has no end

We sometimes use the word **infinity** when we talk about outer space.

> Cognate (Spanish) **infinidad**

reflective (ri flek' tiv) *adj.* thoughtful

Juana seemed **reflective** as she read her old poem.

> Cognate (Spanish) **reflexivo(a)**

instill (in stil') *v.* to put into a person's mind over time

Parents try to **instill** good manners in their children.

revelation (rev' ə lā' shən) *n.* a moment of giving or receiving surprising information

It was a **revelation** to find out that Josela plays the trumpet.

> Cognate (Spanish) **revelación**

accusations (ak' yə za' shəns) *n. pl.* statements that suggest someone has done something wrong

Daryl's **accusations** against Pete were false.

> Cognate (Spanish) **acusaciones**

Content Vocabulary

vast (vast) *adj.* very large
I love this **vast** and beautiful country.

> Cognate (Spanish) **vasto(a)**



meteor (me' tē ə) *n.* a space rock that looks like a streak of light as it moves through the night sky
Anh looked up at the stars and saw a **meteor** in the sky.



murmur (mur' mər) *v.* speak quietly
I heard him **murmur**, "What time will this be over?"
> Cognate (Spanish) **murmurar**



desperately (des' pər it lē) *adv.* in a reckless way
Rafael ran **desperately** after the school bus.



stare (stār) *v.* to look at something for a long time with wide open eyes
I think it is rude to **stare** at people.



stampede (stam ped') *n.* a sudden rush of animals or people
There was a **stampede** of shoppers the day after Thanksgiving.



reluctantly (ri luk' tən tē) *adv.* not willingly
Ramona went to bed **reluctantly**.



nightmare (nīt' mār) *n.* a scary dream
My sister had a bad **nightmare** last night.



For more practice, see page 276.

The Monsters Are Due on Maple Street

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Vocabulary Routine

To introduce the vocabulary, read aloud the words and definitions in the student book and have students repeat after you. Discuss how the pictures illustrate the words or sentences. Then follow the vocabulary routine below.

Selection Vocabulary

Define: **Infinity** is time or space without end.

Example: I thought about **infinity** as I looked up at the stars. **Ask:** Give another example of something that is infinite. **EXAMPLE**

Someone who is **reflective** is thoughtful. *He found a quiet place where he could read and be reflective.* Describe a time when you were reflective. **DESCRIPTION**

To **instill** means "to put into a person's mind over time." *My grandfather tried to instill the importance of always telling the truth.* How are the words *instill* and *teach* similar? How are they different? **COMPARE AND CONTRAST**

Continue the process with *revelation* and *accusations*.

Content Vocabulary

Something that is **vast** is very large. *The ocean contains a vast amount of water.* What is another word for *vast*? **SYNONYM**

A **meteor** is a space rock that looks like a streak of light as it moves through the night sky. *My science teacher told me that a shooting star is actually a meteor.* Why is it difficult to see a meteor during the day? **EXPLANATION**

Murmur means "to speak quietly." *The teacher heard the students murmur when he left the classroom.* What is the opposite of *murmur*? **ANTONYM**

Continue the process with *desperately*, *stare*, *stampede*, *reluctantly*, and *nightmare*.

Vocabulary Practice Have students complete the vocabulary practice activity on p. 276.

Phonics

Vowel /a/

Tell students that they are going to practice pronouncing and identifying words with the short *a* sound. Explain that the letter *a* can make both a short *a* sound, as in the word *land*, and a long *a* sound, as in the word *make*.

Have students find the vocabulary words in which the letter *a* makes the short *a* sound (*accusations*, *vast*, *stampede*). Slowly pronounce the words, and have students raise their hands when they hear the short *a* sound. Then have students repeat the words.

Explain that the long *a* vowel sounds can be spelled as *ai*, *a_e*, and *ay*. Have students find words in the selection for the various spellings. List the words on the board. (Possible responses: *phrases*, *straightened*, *remain*, *crazy*, *way*)

Have students look for words in the dictionary with the common vowel sound /a/ spelled *a* at the beginning of the word. Write on the board some of the words that students find. Ask students to explain their meanings, and pronounce them with students.



The Monsters Are Due on Maple Street

Interactive Question-Response

Background Information

Read aloud the background note. Cup your hands in the shape of a camera lens. Gesture scanning the room to show *pan*. Gesture focusing on one object and then another to show *cut*. Move close to an object to show *close-up*, and then move away from the object to show *long shot*.

Literary Element Teleplay

Ask students to share what they underlined in the text. **Ask:** *What does the audience see at the beginning of the teleplay? (The audience sees the night sky.)*

Content Vocabulary

Read aloud the word and definition. **Ask:** *Why does the narrator call the fifth dimension vast? (It seems to be extremely large.)*

Background Information

It is important to understand the stage directions in a teleplay. The stage directions help you “see” the action.

- *Pan* means “to turn the camera to follow an actor or an object.”
- *Cut* means “to switch from one scene to another.”
- A *close-up* is a camera shot taken near an actor or an object.
- A *long shot* is a camera shot taken far away from an actor or an object.



Literary Element

Teleplay Underline the stage directions on this page.

vast (vast) *adj.* very large



To Sum Up

- The characters live on Maple Street.
- It is nighttime.

CHARACTERS

Residents of Maple Street:		
Steve Brand	Charlie's Wife	Mrs. Goodman
Mrs. Brand	Tommy	Woman
Don Martin	Sally, Tommy's Mother	Man One
Pete Van Horn	Les Goodman	Man Two
Charlie		

Act I

[*Fade in on a shot of the night sky. The various nebulae¹ and planet bodies stand out in sharp, sparkling relief, and the camera begins a slow pan across the Heavens.*]

NARRATOR'S VOICE. There is a fifth dimension beyond that which is known to man. It is a dimension as vast as space, and as timeless as **infinity**. It is the middle

Vocabulary

infinity (in fin' ə tē) *n.* time or space that has no end

- Nebulae** (neb' yə lee) are bright masses of dust and gases that can be seen in the night sky.

Comprehension

BLM

To support students as they read the selection, have them begin the graphic organizer on page A33.

ground between light and shadow—between science and superstition. And it lies between the pit of man's fears and the summit of his knowledge. This is the dimension of imagination. It is an area which we call The Twilight Zone.

[The camera has begun to pan down until it passes the horizon and is on a sign which reads "Maple Street." Pan down until we are shooting down at an angle toward the street below. It's a tree-lined, quiet residential American street, very typical of the small town. The houses have



gliders

front porches on which people sit and swing on gliders, conversing across from house to house. STEVE BRAND polishes his car parked in front of his house. His neighbor, DON MARTIN, leans against the fender watching him. A Good Humor man rides a bicycle and is just in the process of stopping to sell

some ice cream to a couple of kids. Two women gossip on the front lawn. Another man waters his lawn.]

NARRATOR'S VOICE. Maple Street, U.S.A., late summer. A tree-lined little world of front porch gliders, hop scotch, the laughter of children, and the bell of an ice cream vendor.

[There is a pause and the camera moves over to a shot of the Good Humor man and two small boys who are standing alongside, just buying ice cream.]

NARRATOR'S VOICE. At the sound of the roar and the flash of light it will be precisely 6:43 P.M. on Maple Street.

[At this moment one of the little boys, TOMMY, looks up to listen to a sound of a tremendous screeching roar from overhead. A flash of light plays on both their faces and



Comprehension Check

Reread the boxed text.
What are some phrases the narrator uses to describe Maple Street?

tree-lined, front porch

gliders, hop scotch,

laughter of children, bell

of an ice cream vendor

To Sum Up

- It is late summer.
- The neighbors hear a roar and see a flash of light.

Interactive Question-Response

Comprehension Check

Ask students to share their answers. **Ask:** Which character tells us where and when the teleplay takes place? (The narrator tells us where and when the story takes place.)

Interactive Question-Response

Content Vocabulary

Read aloud the word and definition. **Ask:** *Why does Steve think they saw a meteor? (They hear a roar and see a flash of light. He thinks this is the only reasonable explanation.)*

Selection Vocabulary

Have a student read aloud the sentence containing the Selection Vocabulary word **reflective**. **Ask:** *What is a word that means the opposite of reflective? (thoughtless)*

meteor (me' tē ə) *n.* a space rock that looks like a streak of light as it moves through the night sky



For my money is a way of saying "in my opinion."

To Sum Up

- The neighbors discuss what happened.
- They decide the crash and light were caused by a meteor.

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then it moves down the street past lawns and porches and rooftops and then disappears.

40 Various people leave their porches and stop what they're doing to stare up at the sky. STEVE BRAND, the man who's been polishing his car, now stands there transfixed,² staring upwards. He looks at DON MARTIN, his neighbor from across the street.]

STEVE. What was that? A meteor?

DON. [Nods.] That's what it looked like. I didn't hear any crash though, did you?

STEVE. [Shakes his head.] Nope. I didn't hear anything except a roar.

50 MRS. BRAND. [From her porch.] Steve? What was that?

STEVE. [Raising his voice and looking toward porch.] Guess it was a meteor, honey. Came awful close, didn't it?

MRS. BRAND. Too close **for my money**! Much too close. [The camera pans across the various porches to people who stand there watching and talking in low tones.]

NARRATOR'S VOICE. Maple Street. Six-forty-four P.M. on a late September evening. [A pause.] Maple Street in the last calm and **reflective** moment . . . before the monsters came!

[The camera slowly pans across the porches again.

60 We see a man screwing a light bulb on a front porch, then getting down off the stool to flick the switch and finding that nothing happens.

Another man is working on an electric power

Vocabulary

reflective (ri flek' tiv) *adj.* thoughtful

2. To stand **transfixed** means to stand without moving.

mower. He plugs in the plug, flicks on the switch of the power mower, off and on, with nothing happening.

Through the window of a front porch, we see a woman pushing her finger back and forth on the dial hook. Her voice is indistinct and distant, but intelligible and repetitive.]

WOMAN. Operator, operator, something's wrong on the phone, operator!

[MRS. BRAND comes out on the porch and calls to STEVE.]

MRS. BRAND. [Calling.] Steve, the power's off. I had the soup on the stove and the stove just stopped working.

WOMAN. Same thing over here. I can't get anybody on the phone either. The phone seems to be dead.

[We look down on the street as we hear the voices creep up from below, small, mildly disturbed voices highlighting these kinds of phrases:]

VOICES.

Electricity's off.

Phone won't work.

Can't get a thing on the radio.

My power mower won't move, won't work at all.

Radio's gone dead!

REFLECT

Monitor Comprehension

The narrator says that 6:44 p.m. is "the last calm and reflective moment" on Maple Street. What happens after 6:44 that makes the neighbors panic?

At 6:44 p.m. the neighbors have already heard the roar
and seen the flash, but they haven't panicked yet.
They panic when they realize that the power is
not working.



Talk about your answer with a partner.



Literary Element

Teleplay Check the purpose of the stage direction "[MRS. BRAND comes on the porch and calls to STEVE.]"

- ☐ It describes the mood.
- ☐ It describes the setting.
- ☒ It tells the actor what to do.

To Sum Up

- The neighbors realize that the power and phones are not working.

Interactive Question-Response

Literary Element Teleplay

If students have difficulty responding, explain that the mood is the emotional feeling of the teleplay. Explain that the setting is where and when the teleplay takes place.

Reflect

Partner Talk Have students work in pairs to answer. To help students get started: **Model /** know that at 6:43 p.m. the residents of Maple Street hear a roar and see a flash of light. I know that 6:44 p.m. is that last calm and thoughtful moment on Maple Street. **Ask:** What happens after the residents of Maple Street hear a roar and see a flash of light that makes them confused and upset? (the power goes out.)

Fluency

Expression and Intonation: Dialogue

Intermediate/Advanced Tell students that they will be doing a choral reading of lines 72–85. Remind students to change their voices for different characters and to apply what they know about the character. Model the fluency skill as you read the text at a moderate tempo. Then have one student read a sentence. Have another student join in, and a third, and so on. When students reach the end of the passage, have pairs of students reread to each other. To assess individual fluency, use the Oral Reading Guidelines on page T13.

Beginning/Intermediate Have these students choral read only the first paragraph of the passage. Before they begin, model the pronunciation of the text. Then have students practice reading the paragraph in pairs before the choral reading.

Interactive Question-Response

Content Vocabulary

Have a student read aloud the word and definition of *murmur*. **Ask:** *Why do the residents of Maple Street murmur? (The residents of Maple Street murmur because the roar, the streak of light, and the power outage shock them.)*

To Sum Up

Have students work in pairs to reread all the To Sum Up statements from pages 224–228. Then have students complete the following sentence frames:

The neighbors hear a roar and see a flash of _____. (light) The neighbors wonder why the _____ (power) is off.

murmur (mur' mər) v. speak quietly



To Sum Up

- The neighbors wonder why the power went off.
- Don thinks there may have been an electrical storm.
- Charlie thinks that Steve should go downtown and check with the police.

228

[PETE VAN HORN, a tall, thin man, is seen standing in front of his house.]

VAN HORN. I'll cut through the back yard . . . See if the power's still on on Floral Street. I'll be right back!

90 [He walks past the side of his house and disappears into the back yard. The camera pans down slowly until we're looking at ten or eleven people standing around the street and overflowing to the curb and sidewalk. In the background is STEVE BRAND'S car.]

STEVE. Doesn't make sense. Why should the power go off all of a sudden, and the phone line?

DON. Maybe some sort of an electrical storm or something.

100 CHARLIE. That don't seem likely. Sky's just as blue as anything. Not a cloud. No lightning. No thunder. No nothing. How could it be a storm?

WOMAN. I can't get a thing on the radio. Not even the portable.

[The people again murmur softly in wonderment and question.]

CHARLIE. Well, why don't you go downtown and check with the police, though they'll probably think we're crazy or something. A little power failure and right away we get all flustered³ and everything.

110 STEVE. It isn't just the power failure, Charlie. If it was,

3. People get **flustered** when they are nervous and confused.

we'd still be able to get a broadcast on the portable.

[There's a murmur of reaction to this. STEVE looks from face to face and then over to his car.]

STEVE. I'll run downtown. We'll get this all straightened out.

[He walks over to the car, gets in it, turns the key. Looking through the open car door, we see the crowd watching him from the other side. STEVE starts the engine. It turns over sluggishly and then just stops dead. He tries it again and this time he can't get it to turn over. Then, very slowly and reflectively, he turns the key back to "off" and slowly gets out of the car.]

The people stare at STEVE. He stands for a moment by the car, then walks toward the group.]

STEVE. I don't understand it. It was working fine before . . .

DON. Out of gas?

STEVE. [Shakes his head.] I just had it filled up.

WOMAN. What's it mean?

CHARLIE. It's just as if . . . as if everything had stopped. [Then he turns toward STEVE.] We'd better walk downtown. [Another murmur of assent⁴ at this.]

STEVE. The two of us can go, Charlie. [He turns to look back at the car.] It couldn't be the meteor. A meteor couldn't do this.

[He and CHARLIE exchange a look, then they start to walk away from the group. We see TOMMY, a serious-faced fourteen-year-old in spectacles who stands a few feet away from the group. He is halfway between them and the two men, who start to walk down the sidewalk.]

4. **Assent** means "agreement."



Comprehension Check

Reread the boxed text. Why does Charlie suggest that they walk downtown instead of drive?

Steve's car isn't working
even though he just had
it filled with gas. They
assume none of the other
cars will work and so
decide to walk.

To Sum Up

- Steve's car does not start.
- Charlie and Steve decide to walk downtown.

Interactive Question-Response

Comprehension Check

Ask students to share their answers. **Ask:** *Why do Charlie and Steve want to go downtown? (They want to find out if the police know why the power won't turn on and why they can't get a radio signal.)*

Differentiated Instruction

Clarify the Text Help students understand the moment when Charlie and Steve decide to go downtown.

Beginning Read aloud the To Sum up statements on page 229. **Ask:** *Do Charlie and Steve decide to drive or walk downtown? (walk)*

Intermediate Have partners read aloud the boxed text that begins on page 228 and ends on page 229. Then have students complete the following sentence frames: *Steve offers to drive downtown to the police station, but his car will not _____ (start) even though he just filled up the gas tank. Then Charlie and Steve decide to _____ (walk) downtown instead.*

Advanced/Advanced High After students have read through page 229: **Ask:** *Why do you think Charlie and Steve "exchange a look" before they start to walk away from the group? (They are not sure what to think.)*

Interactive Question-Response

Literary Element Teleplay

Ask students to share what they underlined in the text. Explain that *intently* means “eagerly and purposefully.” **Ask:** *Does Tommy murmur his response to Charlie’s question? (No, Tommy does not murmur his response to Charlie’s question.)*



Literary Element

Teleplay Underline in what way Tommy responds when Charlie asks him, “Who are they?”

To Sum Up

- ▶ Tommy tells Charlie and Steve not to leave.
- ▶ Tommy thinks a spaceship has landed.
- ▶ Tommy says that it happens this way in every spaceship story he has read.

230

TOMMY. Mrs. Brand . . . you better not!

STEVE. why not?

TOMMY. They don’t want you to.

[STEVE and CHARLIE exchange a grin, and STEVE looks back toward the boy.]

STEVE. Who doesn’t want us to?

TOMMY. [Jerks his head in the general direction of the distant horizon.] Them!

STEVE. Them?

CHARLIE. Who are they?

TOMMY. [Very intently.] Whoever was in that thing that came by overhead.

[STEVE knits his brows for a moment, cocking his head questioningly. His voice is intense.]

STEVE. What?

TOMMY. Whoever was in that thing that came over. I don’t think they want us to leave here.

[STEVE leaves CHARLIE and walks over to the boy. He kneels down in front of him. He forces his voice to remain gentle. He reaches out and holds the boy.]

STEVE. What do you mean? What are you talking about?

TOMMY. They don’t want us to leave. That’s why they shut everything off.

STEVE. What makes you say that? Whatever gave you that idea?

WOMAN. [From the crowd.] Now isn’t that the craziest thing you ever heard?

TOMMY. [*Persistently but a little intimidated*⁵ by the crowd.] It’s always that way, in every story I ever read about a ship landing from outer space.

WOMAN. [To the boy’s mother, sally, who stands on

5. An *intimidated* person feels scared or threatened.

the fringe of the crowd.] From outer space, yet! Sally, you better get that boy of yours up to bed. He's been reading too many comic books or seeing too many movies or something.

SALLY. Tommy, come over here and stop that kind of talk.

STEVE. Go ahead, Tommy. We'll be right back. And you'll see. That wasn't any ship or anything like it. That was just a . . . a meteor or something. Likely as not—[*He turns to the group, now trying to weight his words with an optimism⁶ he obviously doesn't feel but is desperately trying to instill in himself as well as the others.*] No doubt it did have something to do with all this power failure and the rest of it. Meteors can do some crazy things. Like sunspots.

Vocabulary

instill (in stil') v. to put into a person's mind over a period of time

6. **Optimism** means "a hopeful view of things."

REFLECT**Monitor Comprehension**

Why does Tommy think it is a bad idea for Steve and Charlie to go downtown?

Tommy thinks it is a bad idea for Steve and Charlie to go downtown because he thinks that a ship from outer space has landed on Earth. He thinks that Steve and Charlie will endanger themselves by making the journey.



Talk about your answer with a partner.

desperately (des' par it lē) adv. in a reckless way

**To Sum Up**

- Steve tells Tommy to stop talking about silly stories.
- Steve thinks a meteor made the power go out.

The Monsters Are Due on Maple Street 231

Interactive Question-Response

Content Vocabulary

Read aloud the sentence containing the Content Vocabulary word *desperately*. **Ask:** What is Steve desperately trying to do? (Steve is desperately trying to keep himself and everyone else calm. He doesn't feel calm, but he knows that it is important not to panic.)

Reflect

Partner Talk Have students work in pairs to answer. To help students get started: **Model** When Charlie and Steve start to walk downtown, Tommy stops them. Tommy doesn't seem to think that the roar and the flash of light was a meteor. Instead, he thinks that aliens from outer space have landed on Earth. He thinks that the roar and the flash of light was the aliens' space ship. Tommy thinks the aliens turned off the power.

Write the following sentence frame on the board to help students organize their thoughts:

Tommy does not want Charlie and Steve to go downtown because _____. (He thinks aliens have landed.)

Comprehension

BLM

To support students as they read the selection, have them add to the graphic organizer on page A33.

Interactive Question-Response

Literary Element Teleplay

Ask students to share what they checked. **Ask:** *What is the mood, or the emotional feeling, of the teleplay? (eerie and uncomfortable) Which words in the stage direction help to set the mood of the teleplay? (irritation, concern, fears, strange, frightened, and defiant)*



Literary Element

Teleplay Put a check-mark next to the purpose of the long stage direction that begins "[STEVE CHARLIE ~~stop~~ again...]"

- ☐ It tells the audience what to do
- ☒ It sets the mood
- ☐ It describes the actions

To Sum Up

- Tommy thinks monsters sent people who only look like humans ahead of their spaceship.
- The crowd of neighbors starts to believe Tommy's story.

232

DON. [Picking up the cue.] Sure. That's the kind of thing—like sunspots. They raise Cain⁷ with radio reception all over the world. And this thing being so close—why, there's no telling the sort of stuff it can do. [He wets his lips, smiles nervously.] Go ahead, Charlie. You and Steve go into town and see if that isn't what's causing it all.

[STEVE and CHARLIE again walk away from the group down the sidewalk. The people watch silently.]

TOMMY stares at them, biting his lips, and finally calling out again.]

TOMMY. Mr. Brand!

[The two men stop again. TOMMY takes a step toward them.]

TOMMY. Mr. Brand . . . please don't leave here.

[STEVE and CHARLIE stop once again and turn toward the boy. There's a murmur in the crowd, a murmur of irritation and concern as if the boy were bringing up fears that shouldn't be brought up; words which carried with them a strange kind of validity⁸ that came without logic but nonetheless registered and had meaning and effect. Again we hear a murmur of reaction from the crowd. TOMMY is partly frightened and partly defiant⁹ as well.]

TOMMY. You might not even be able to get to town. It was that way in the story. Nobody could leave. Nobody except—

STEVE. Except who?

TOMMY. Except the people they'd sent down ahead of them. They looked just like humans. And it wasn't until the ship landed that—

7. To **raise Cain** means to "cause trouble."

8. Something that is true has **validity**.

9. A **defiant** person resists or questions authority.

[The boy suddenly stops again, conscious of the parents staring at them and of the sudden hush of the crowd.]

SALLY. [In a whisper, sensing the antagonism¹⁰ of the crowd.] Tommy, please son . . . honey, don't talk that way—

MAN ONE. That kid shouldn't talk that way . . . and we shouldn't stand here listening to him. Why this is the craziest thing I ever heard of. The kid tells us a comic book plot and here we stand listening—

[Steve walks toward the camera, stops by the boy.]

STEVE. Go ahead, Tommy. What kind of story was this? What about the people that they sent out ahead?

TOMMY. That was the way they prepared things for the landing. They sent four people. A mother and a father and two kids who looked just like humans . . . but they weren't.

[There's another silence as STEVE looks toward the crowd and then toward TOMMY. He wears a tight grin.]

STEVE. Well, I guess what we'd better do then is to run a check on the neighborhood and see which ones of us are really human.

[There's laughter at this, but it's a laughter that comes from a desperate attempt to lighten the atmosphere. It's a release kind of laugh. The people look at one another in the middle of their laughter.]

CHARLIE. There must be somethin' better to do than stand around makin' bum jokes about it. [Rubs his jaw nervously.] I wonder if Floral Street's got the same deal we got. [He looks past the houses.] Where is Pete Van Horn anyway? Didn't he get back yet?

[Suddenly there's the sound of a car's engine starting to turn over. We look across the street toward the driveway of LES GOODMAN'S house. He's at the wheel trying to start the car.]

SALLY. Can you get it started, Les?

10. The **antagonism** of a crowd is their unfriendly feelings and actions.



Comprehension Check

Reread the boxed text. How many people does Tommy say will be sent by aliens?

four

To Sum Up

- Tommy talks more about the people who only look human.
- The crowd of neighbors becomes uneasy.
- Another neighbor tries to turn on his car but fails.

Interactive Question-Response

Comprehension Check

Ask students to share their answers. **Model** Tommy explains that in the story he read, aliens from outer space send four people ahead—a mother, a father, and two children. **Ask:** Why does this make the residents of Maple Street nervous? (There are many four-person families on Maple Street made up of a mother, a father, and two children.)

Sum Up

Beginning/Intermediate Have students work in pairs to reread all the To Sum Up statements from pages 229–233. Then have students complete the following sentence frames:

Tommy thinks that a ____ (spaceship) has landed.
Tommy thinks that monsters sent people who only look ____ (human) ahead of their spaceship.

Differentiated Instruction

Clarify the Text Help students understand the group's response to Tommy's story.

Beginning Read aloud the first and second To Sum Up statements. **Ask:** Does the group think that Tommy's story is funny? (no)

Intermediate Explain that when Steve suggests that they should check to make sure everyone in the neighborhood is human, he is making a joke. Tell students that the group laughs "in" a desperate attempt to lighten the atmosphere. **Ask:** How do you think the group feels at this moment? (scared)

Advanced/Advanced High Explain that Steve asks Tommy to tell the group about the monster story because he wants everyone to realize that the story is unreasonable. **Ask:** When Steve suggests that they should check to make sure everyone in the neighborhood is human, is he being serious or is he making a joke? How do you know? (He is making a joke to help everyone relax.)

Interactive Question-Response

Content Vocabulary

Have a student read aloud the word and definition. **Ask:** *Why does Les Goodman stare at the car? (Les Goodman stares at the car because it starts up by itself.)*

Selection Vocabulary

Have a student read aloud the word and definition of *revelation*. Then have a student read aloud the stage direction containing the Selection Vocabulary word. **Ask:** *What revelation does the stage direction refer to? (The stage direction refers to the moment when Les Goodman's car starts up by itself.)*

No Dice means "no luck" or "it's not going to happen."

stare (stār) v. to look at something for a long time with wide open eyes



To Sum Up

- ▶ Les's car starts all by itself.
- ▶ They all wonder how it happened.
- ▶ The neighbors begin to think Les is one of the people who looks human but is not.

[He gets out of the car, shaking his head.]

GOODMAN. **No dice.**

[He walks toward the group. He stops suddenly as behind him, inexplicably¹¹ and with a noise that inserts itself into the silence, the car engine starts up all by itself. goodman whirls around to stare toward it.]

The car idles roughly, smoke coming from the exhaust, the frame shaking gently. GOODMAN's eyes go wide, and he runs over to his car.

The people stare toward the car.]

MAN ONE. He got the car started somehow. He got his car started!

[The camera pans along the faces of the people as they stare, somehow caught up by this **revelation** and somehow, illogically, wildly, frightened.]

WOMAN. How come his car just up and started like that?

SALLY. All by itself. He wasn't anywhere near it. It started all by itself.

[DON approaches the group, stops a few feet away to look toward goodman's car and then back toward the group.]

DON. And he never did come out to look at that thing that flew overhead. He wasn't even interested. [He turns to the faces in the group, his face taut and serious.] Why? Why didn't he come out with the rest of us to look?

CHARLIE. He always was an oddball. Him and his whole family. Real oddball.

DON. What do you say we ask him?

[The group suddenly starts toward the house. In this brief fraction of a moment they take the

Vocabulary

revelation (rev' ə lā' shən) *n.* a moment of giving or receiving surprising information

11. Something that happens **inexplicably** (in' iks plik' ə blē) cannot be explained.

first step toward performing a metamorphosis that changes people from a group into a mob. They begin to head purposefully across the street toward the house at the end. STEVE stands in front of them. For a moment their fear almost turns their walk into a wild stampede, but STEVE's voice, loud, incisive,¹² and commanding, makes them stop.]

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stampede (stam pēd') *n.* a sudden rush of animals or people



STEVE. Wait a minute . . . wait a minute! Let's not be a mob! [The people stop as a group, seem to pause for a moment, and then much more quietly and slowly start to walk across the street. GOODMAN stands alone facing the people.]

GOODMAN. I just don't understand it. I tried to start it and it wouldn't start. You saw me. All of you saw me.

290

[And now, just as suddenly as the engine started, it stops and there's a long silence that is gradually intruded upon by the frightened murmuring of the people.]

12. **Incisive** means "sharp and full of force."

REFLECT

Monitor Comprehension

What does Tommy tell the neighbors about the spaceship stories he read?

In the stories Tommy reads, nobody can get to town. The only people who can get to town are not actually human. These people are monsters who have been sent down ahead of the rest of the aliens. There are four of these "people"—a mother, a father, and two kids.



Talk about your answer with a partner.

To Sum Up

- ▶ The crowd moves toward Les's house.
- ▶ Steve tries to stop them.
- ▶ Les tells the crowd he doesn't know what's happening.
- ▶ The engine turns off again.

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Interactive Question-Response

Content Vocabulary

Have a student read aloud the word and definition. **Ask:** What turns the group's walk into a "wild stampede"? (fear) Why is the group afraid? (The group thinks that Les Goodman is an alien from outer space.)

Reflect

Partner Talk Have students work in pairs to answer. To help students get started: **Model** / know that in the stories Tommy reads, nobody can get to town. The only people who can get to town are the monsters that look like humans. In the teleplay, nobody can get to town on Maple Street. None of their cars work, except for Les Goodman's car. Provide the following sentence frame to help students organize their thoughts:

Tommy tells the neighbors about the spaceship stories he read because _____. (he knows the most about aliens)

Differentiated Instruction

Clarify the Text Help students understand the moment when the group accuses Les Goodman of being an alien from outer space.

Beginning Read aloud the first three To Sum Up statements. **Ask:** Who tries to stop the crowd as they move toward Les Goodman's house? (Steve)

Intermediate Have partners read aloud the stage direction that starts on page 234 and ends on page 235. Then have students complete the following sentence frames: The crowd starts to head toward _____ (Les Goodman)'s house. Everyone thinks that Les is a monster except _____ (Steve), who tries to stop them.

Advanced/Advanced High After students have read through page 235, **Ask:** The stage directions explain that the group becomes a mob as they move towards Les Goodman's house. What do you think a mob is? (a large group of angry or scared people)

Interactive Question-Response

Literary Element Teleplay

If students have difficulty answering, have students reread the stage direction that begins “[This stops the crowd...” **Ask:** *What is a long shot? (A long shot is a camera shot taken far away from an actor or an object.)*

Selection Vocabulary

Have a student read aloud the word and definition of *accusations*. **Ask:** *What accusations does the crowd make? (They accuse Les Goodman of being an alien from outer space. They accuse him of being responsible for his car starting by itself.)*



Literary Element

Teleplay Underline in what way the camera shows Steve as he comes through the crowd.

To Sum Up

- Les tries to keep the crowd at a distance.
- Steve explains to Les that everyone thinks he is a monster.

236

GOODMAN. I don’t understand. I swear . . . I don’t understand. What’s happening?

DON. Maybe you better tell us. Nothing’s working on this street. Nothing. No lights, no power, no radio. [*And then meaningfully*] Nothing except one car—yours!

300 [*The people pick this up and now their murmuring becomes a loud chant filling the air with **accusations** and demands for action. Two of the men pass DON and head toward GOODMAN, who backs away, backing into his car and now at bay.*]¹³

GOODMAN. Wait a minute now. You keep your distance—all of you.

So I’ve got a car that starts by itself—well, that’s a freak thing, I admit it. But does that make me some kind of a criminal or something? I don’t know why the car works—it
310 just does!

[*This stops the crowd momentarily and now GOODMAN, still backing away, goes toward his front porch. He goes up the steps and then stops to stand facing the mob.*

We see a long shot of STEVE as he comes through the crowd.]

STEVE. [*Quietly.*] We’re all on a monster kick, Les. Seems that the general impression holds that maybe one family isn’t what we think they are. Monsters from outer space or something. Different than us. Fifth columnists¹⁴
320 from the vast beyond. [*He chuckles.*] You know anybody that might fit that description around here on Maple Street?

GOODMAN. What is this, a gag or something? This a practical joke or something?

Vocabulary

accusations (ak’ ya ză’ shans) *n.* statements that suggest someone has done something wrong

13. **At bay** means “kept at a distance.”

14. **Fifth columnists** are people who are not loyal.

[We see a close-up of the porch light as it suddenly goes out. There's a murmur from the group.]

GOODMAN. How I suppose that's supposed to incriminate me! The light goes on and off. That really does it, doesn't it?

[He looks around the faces of the people.]

I just don't understand this— [He wets his lips, looking from face to face.] Look, you all know me. We've lived here five years. Right in this house. We're no different from any of the rest of you! We're no different at all. Really . . . this whole thing is just . . . just weird—

WOMAN. Well, if that's the case, Les Goodman, explain why— [She stops suddenly, clamping her mouth shut.]

GOODMAN. [Softly.] Explain what?

STEVE. [Interjecting.] Look, let's forget this—

CHARLIE. [Overlapping him.] Go ahead, let her talk. What about it? Explain what?

WOMAN. [A little reluctantly.] Well . . . sometimes I go to bed late at night. A couple of times . . . a couple of times I'd come out on the porch and I'd see Mr. Goodman here in the **wee hours** of the morning standing out in front of his house . . . looking up at the sky. [She looks around the circle of faces.] That's right, looking up at the sky as if . . . as if he were waiting for something. [A pause.] As if he were looking for something.

[There's a murmur of reaction from the crowd again. We cut suddenly to a group shot. As Goodman starts toward them, they back away frightened.]

GOODMAN. You know really . . . this is for laughs.



Comprehension Check

Les explains that he and his family are no different than everyone else.

reluctantly (ri luk' tant lē) *adv.* not willingly



Wee hours means "early hours."

To Sum Up

- A woman says that she often sees Les looking at the sky early in the morning.
- The woman thinks that Les looks at the sky as if he is waiting for something.

Interactive Question-Response

Comprehension Check

Have students share their answers. **Ask:** *In what way does the crowd think that Les Goodman is different from everyone else? (They think that Les Goodman is an alien from outer space.) Why do they think he is an alien from outer space? (They think he is an alien from outer space because his car starts by itself.)*

Content Vocabulary

Have a student read aloud the word and definition. **Ask:** *Why would the woman speak reluctantly about Les Goodman? (She is afraid of Les Goodman because she thinks he is a monster. She is worried about what will happen if she tells the crowd what she has to say.)*

To Sum Up

Beginning/Intermediate Have students work in pairs to reread the To Sum Up statements from pages 234–237. Then have students complete the following sentence frames:

Les Goodman's ____ (car) starts all by itself. Steve explains to Les that everyone thinks he is a _____. (monster)

Comprehension

BLM

To support students as they read the selection, have them complete the graphic organizer on page A33.

Interactive Question-Response

Literary Element Teleplay

Have students share their answers. **Ask:** *Why does the humor leave Les Goodman's voice after he tells the neighbors that he doesn't sleep well? (He begins to realize that he won't be able to reason with the crowd. Up until now, he thinks that they will realize how ridiculous their accusations have become.)*

Content Vocabulary

Have a student read aloud the sentence containing the Content Vocabulary word **nightmare**. **Ask:** *Is Les Goodman actually dreaming? (No, Les Goodman isn't actually dreaming. His real life seems like a bad dream.)*

Academic Vocabulary

Write the following sentence on the board: *The crowd on Maple Street is too involved in the events to have an **objective** view.* Tell students that in the sentence, *objective* means "reasonable." **Ask:** *Which characters have an objective view? (Steve and Les Goodman)*



Literary Element

Teleplay Which of the following leaves Les's voice after he tells his neighbors that he doesn't sleep well? Check one.

- ☐ the anger
☒ the humor
☐ the fear

nightmare (nīt'mār') *n.* a scary dream



To Sum Up

- ▶ Les tries to explain that he has trouble sleeping at night.
- ▶ Les feels as if he is living in a bad dream.

You know what I'm guilty of? [*He laughs.*] I'm guilty of insomnia.¹⁵ Now what's the penalty for insomnia? [*At this point the laugh, the humor, leaves his voice.*] Did you hear what I said? I said it was insomnia. [*A pause as he looks around, then shouts.*] I said it was insomnia! You fools. You scared, frightened rabbits, you. You're sick people, do you know that? You're sick people—all of you! And you don't even know what you're starting because let me tell you . . . let me tell you—this thing you're starting—that should frighten you. As God is my witness . . . you're letting something begin here that's a nightmare!

15. People who have **insomnia** have trouble falling or staying asleep.

Oral Assessment

Provide the following prompts to one student at a time. Observe students' responses. See the Oral Assessment Rubric on page T14 to determine students' levels of language output.

1. What unusual events happen on Maple Street?
2. Tell me about Tommy and his stories.
3. Tell me about Steve.
4. Why does the crowd accuse Les Goodman of being an alien from outer space?
5. How does Les Goodman feel when he is accused?



Vocabulary Check

A. Label the picture with the correct word.

meteor	reluctantly	stampede	stare
--------	-------------	----------	-------



1. reluctantly



2. meteor



3. stampede



4. stare

B. Circle the letter of the sentence that is the best example of the word.

5. **nightmare**

- a. She had a bad dream.
- b. She had a weird dream.

7. **desperately**

- a. He ran after the kite.
- b. He looked at the kite.

6. **murmur**

- a. Husan spoke so loud it hurt my ears.
- b. Husan spoke softly.

8. **vast**

- a. Gabriela sat in a small sandbox.
- b. Gabriela visited a large desert.

C. Think about how each boldfaced word is used in "The Monsters Are Due on Maple Street." Check the correct meaning.

9. **instill**

- ☒ put into someone's head over time
- ☐ forget to tell someone
- ☐ remember to tell someone

11. **reflective**

- ☐ unkind
- ☐ hopeful
- ☒ thoughtful

10. **revelation**

- ☐ loss of memory
- ☒ moment of new and surprising information
- ☐ old information

12. **infinity**

- ☒ space and time that has no end
- ☐ long stories
- ☐ short amounts of time

Vocabulary Check

C. Advanced

If students have difficulty responding, help students locate the Selection Vocabulary words in "The Monsters are Due on Maple Street." Have volunteers read the sentences containing the vocabulary words aloud. Then have volunteers define the vocabulary words in the context of the story.

Grammar Link

BLM

Sentence Fragments

Prepare students to complete the activity master on page A34. Read the grammar instruction with students, and complete the first item with them to help them get started.

Comprehension Check

A. Beginning

If students have difficulty responding, have partners reread the To Sum Up statements in the selection

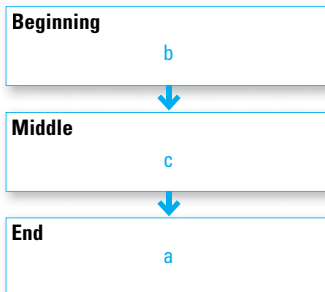
After Reading Have students complete the after reading the activity on page 277.



Comprehension Check

A. What happens in "The Monsters Are Due on Maple Street"?

Use the diagram to show the events in order. Write the letter of the event in the correct box



- a. Les's car suddenly turns on. Others accuse Les of being a monster from outer space.
- b. The people on Maple Street hear a roar and see a flash of light. Then all the power goes out.
- c. Some of them think the flash is a meteor. Tommy starts telling everyone about a spaceship story he read. He makes them believe a spaceship has landed.

B. Think about what happened in "The Monsters Are Due on Maple Street." Then complete the sentences.

The people on Maple Street hear a roar and see a flash of light.

At first most people think it must have been a meteor then Tommy tells everyone that he thinks it was a space ship. Eventually the neighbors think that Les is a monster because his car started on its own. Les tries to defend himself, but the mob doesn't listen. Les says he feels like he is living in a nightmare.

C. Think about what you have learned about teleplays. Then answer the questions.

What is a teleplay? A teleplay is a play written for television.

How is a teleplay arranged? A teleplay is arranged by acts and scenes.

What are stage directions? Stage directions give extra information to the actors and to the camera crew. Sometimes they describe characters, settings, and moods. Other times they tell the actors and the camera crew what to do.

For more practice, see page 277.



Writing Link

Summary

Have students write a brief summary of "The Monsters are Due on Maple Street." Explain that the summary should include only the most important events that take place in the teleplay. Encourage students to share their summaries with the class.

Vocabulary Practice

A. Match the words to the correct pictures.

1. **lean** 2. **victory** 3. **confident** 4. **briskly** 5. **muscular**



B. Write T if the statement is true. Write F if the statement is false.

- T 6. A fighter who is **charging** would move very fast.
 T 7. A **champion** would be in first place.
 F 8. If you are **wary** of dogs, you will be friendly with them.
 F 9. If you are **evading** a friend, you will try to find him or her.
 F 10. People like to tell others when they feel **ashamed**.

C. Find the vocabulary word on page 3. Reread the example sentence. Then write an answer.

11. Give an example of something that is **perpetual**.

Possible answer: the second hand on a clock.

12. Give an example of something that is **devastating**.

Possible answer: a tornado

13. Give an example of something you have **improvised**.

Possible answer: a speech

14. Give an example of something that makes you feel **confident**.

Possible answer: a good luck charm

Role Play an Interview

Prepare an interview that you and a partner will role-play for the class. Pretend that you are either Felix or Antonio and a reporter is interviewing you after the fight. Write your answers to the questions below. Then practice reading the finished interview aloud with a partner. Take turns being the interviewer and Antonio or Felix.

INTERVIEWER: What is your name?

ANTONIO/FELIX: My name is _____
Possible answer: Felix Varga.

INTERVIEWER: What do you look like?
What does your opponent look like?

ANTONIO/FELIX: I am _____ dark _____,
_____ short _____, _____ husky _____,
and _____ I have an afro _____. He is _____ lean and _____
_____ lanky _____, _____ has a long reach _____,
and _____ has long hair _____.

INTERVIEWER: How long have you known your opponent?

ANTONIO/FELIX: I have known him
since _____ childhood _____.

INTERVIEWER: Why do you call him
"amigo brother"?

ANTONIO/FELIX: I call him "amigo
brother" because _____ Possible answer: we are _____
_____ close like brothers _____.

INTERVIEWER: Describe what you did to prepare
for the fight.

ANTONIO/FELIX: _____ Possible answer: I _____
_____ trained at a gym and watched a movie. _____

INTERVIEWER: Did your friendship change
before the fight? How?

ANTONIO/FELIX: _____ Possible answer: Yes, we _____
_____ both decided to spend some time apart. _____

INTERVIEWER: Was it difficult to face your friend
in the ring? Why or why not?

ANTONIO/FELIX: _____ Possible answer: Yes, _____
_____ because he is my friend. _____

INTERVIEWER: Who was the true champion of
the fight? Explain.

ANTONIO/FELIX: _____ Possible answer: We both _____
_____ were because we didn't care who won. We _____
_____ had our friendship and that was enough. _____

Vocabulary Practice

A. Write the word from the box below the correct picture.

curiosity

paralyzed

savage

triumph



1. paralyzed 2. triumph 3. savage 4. curiosity

B. Draw a line from the word on the left to its synonym on the right.

- | | | |
|-----------------------|-------|---------------|
| 5. serious | _____ | a. screamed |
| 6. shrieked | _____ | b. hopelessly |
| 7. wicked | _____ | c. important |
| 8. desperately | _____ | d. evil |

C. Choose the letter of the word or phrase that has the same meaning as the vocabulary word.

9. The mayor gave the **valiant** rescue workers a medal.
- intelligent
 - brave**
 - necessary

11. Mr. Jordan **cultivated** his flowerbed.
- prepared**
 - covered
 - flooded

10. Salma was **restless** during the long car ride.
- unable to be still**
 - falling asleep
 - worried

12. The little dog **cowered** when the big dog growled.
- barked loudly
 - jumped forward
 - moved back**

After You Read



Write a Letter

Imagine that you are Teddy, the boy from the story "Rikki-tikki-tavi."
Write a letter to a friend describing your new pet mongoose.
Before you write, plan what you will tell your friend. Then talk about
your answers with a partner.

Complete the sentences.

The mongoose's name is Rikki-tikki-tavi.
He looks like a weasel; pink nose; fluffy tail; fur.
He eats raw meat.
He likes to explore.
A mongoose is a good pet because they are loyal.

Dear Joey,

Today I got a new pet. It is a mongoose named Rikki-tikki-tavi. He has a pink nose,
fluffy tail and fun. He looks like a weasel. He eats raw meat and he likes to explore
my backyard. He is a good pet because a mongoose is loyal and brave.

Your friend,

Teddy

Vocabulary Practice

A. Match the words to the correct pictures.

1. **weight**

2. **struggle**

3. **snatch**



B. Circle the phrase that has the same meaning as the vocabulary word.

4. I wish my brother would **behave** at home.

- a. go away
- ☒ b. act properly
- c. go to sleep

6. I hope my questions do not **embarrass** you.

- ☒ a. cause you to feel uncomfortable
- b. cause you to feel confident
- c. cause you to feel tired

5. The teacher stayed in **contact** with his students.

- a. in trouble
- b. in the same city
- ☒ c. in communication

C. Think about the meaning of the boldface word then complete each sentence.

7. I **mistrusted** the salesperson because she _____
didn't know much about the product she was selling

8. Bernardo found his lost dog at the park, **whereupon** he _____
took it home

9. The man **gripped** the steering wheel of his car because _____
the road was wet and slippery

10. You will look more **presentable** if you _____
comb your hair.

Vocabulary Practice

A. Match the word to the correct picture.

1. stride 2. panting 3. petals 4. pedaling



B. Complete each sentence with a vocabulary word from the box.

balance panting pedaling wrinkled

5. I was pedaling as fast as I could to win the bicycle race.
 6. I put the dirty and wrinkled clothing into the washing machine.
 7. The horse was panting when it finished the race.
 8. I can balance a book on my head.

C. Choose the sentence that uses the word correctly.

9. ☒ a. The water looks **luminous** when the sun shines on it.
 ☐ b. The trees look **luminous** when it is dark.
 10. a. I was **perplexed** when I solved the easy math problem.
 ☒ b. I was **perplexed** when I could not find my way home.
 11. ☒ a. The tall man has a long **stride**.
 ☐ b. The tall man carried a **stride** in his hands.

Vocabulary Practice

A. Match the words to the correct pictures.

1. glide

2. tangled

3. glistening



B. Circle the correct meaning of the vocabulary word.

4. faith

belief

mistrust

signal

5. poised

shaky

dark

steady

6. glistening

fading

shining

balancing

C. Unscramble the letters and write the vocabulary word that fits each clue.

7. This word can describe someone who is not short.

kynal l a n k y

8. If a person taps her foot to music, she is tapping to this.

yhrmht r h y t h m

9. This is what you have when you plan to do something.

teonitnni i n t e n t i o n

Slam, Dunk, & Hook

Write An Essay about Basketball

Imagine that you are one of the basketball players from the poem "Slam, Dunk, & Hook." Write an essay that describes the way you feel about basketball.

First, list some words that describe how basketball makes you feel. _____

like a bird; happy

Sometimes you play basketball when other parts of your life are difficult. List some reasons that you play basketball at those times. _____

to avoid thinking about things; to help me work through my feelings

Now, complete your essay.

Basketball is a very important part of my life. Basketball makes me feel _____ happy _____.

When I play basketball, I move _____ like a bird _____.

Basketball is different from other parts of my life because _____ it is a game _____.

Sometimes I play basketball when other parts of my life are difficult. At those times, basketball helps me to _____ stay calm and peaceful _____.

If I had to choose one word to describe basketball, it would be _____ wonderful _____ because _____ I really like basketball and am good at it _____.

Before You Read



Vocabulary Practice

A. Match the vocabulary word to the correct picture.

1. armor

2. defends

3. soldiers



B. For each definition in column A, think of a vocabulary word that has the same meaning. Use the spaces in column B to spell the vocabulary word.

Column A

4. games of skill; contests

5. promised or vowed

6. sharp weapon made of metal

7. related to working and earning money

Column B

t o u r n a m e n t s

p i e d g e d

s w o r d

p r o f e s s i o n a l

C. Write the vocabulary word that best fits each clue.

chivalry

excess

loyal

suppresses

8. What does a person do when he or she holds back a sneeze? suppresses

9. What code does a knight live by? chivalry

10. This is what you call a friend who helps you no matter what. loyal

11. What you have when you have too much of something. excess

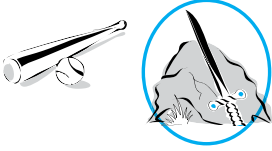
After You Read



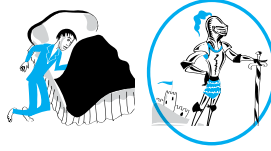
Vocabulary Check

A. Circle the picture that best answers the question.

1. Which of these is a **sword**?



3. Which of these is **armor**?



2. Who are the **soldiers**?



B. Complete each sentence with a word from the word bank.

defends

loyal

pledged

tournaments

4. Pedro pledged to study because he wanted to pass the test.

5. The cat defends her kittens from other animals.

6. Tran likes to compete in karate tournaments.

7. Fans are usually loyal to their favorite music bands.

C. Write the word that best fits each clue.

chivalry

excess

professional

suppresses

8. These kinds of soldiers are paid to do their job. professional

9. A knight does this to stop bad people. suppresses

10. These are the rules a knight must follow. chivalry

11. Kings would have this if they have too many soldiers. excess



Write Tips for Being a Successful Knight

Imagine you are teaching a class about how to be a knight. Read and write tips for being a successful knight. Explain why it is important to follow each tip.

1. Always show up when the king calls you to fight. Bring lots of men with you. You must help the king's army because the king gives you land in exchange for your service.
2. Never tell a lie. Lying is not good because knight's need to be trusted to defend people.
3. Always defend the weak and helpless. Knights must do this because they are strong and powerful.
4. Always defend the king and his lady. You owe the king your loyalty. It is a knight's job to keep the king and his family safe.
5. Capture the enemy, but do not kill him Knight's are not killers. They protect others but do not kill without good reason.
6. Treat lords captured in battle with respect You want to treat captured lords well. Lords will remember how you treated them if you are ever captured.
7. _____

Before You Read

FUNCTIONAL DOCUMENTS:
Schedules, Web Pages, and Maps

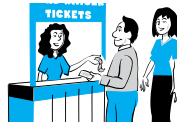
Vocabulary Practice

A. Match the words to the correct pictures.

1. calendar

2. purchase

3. concert



B. Write T if the statement is true. Write F if it is false.

F 5. A **section** of something is the whole thing.

F 6. People go to an **arena** to cook.

T 7. A train **schedule** tells you what time the train will arrive.

F 8. A person uses **configurations** to keep track of the days.

C. Find the vocabulary word on page 103. Reread the example sentence. Then answer questions 9–12 below.

9. Describe what nice **accommodations** in a hotel might be like.

Nice accommodations might include a big room with a TV and a hot tub.

10. Give examples of **opportunities** you would like to have in the future.

I would like the opportunity to go to college and to travel around the world.

11. Where are a few places where a box office is used?

movie theatres, sports arenas, theaters

12. What might a **schedule** contain? time, locations, event names



Vocabulary Practice

A. Look at each picture. Then write the word that goes with the picture.

delicious

quarreled

untrustworthy



1. untrustworthy

2. delicious

3. quarreled

B. Match each vocabulary word with its meaning.

b 4. **grief**

a. disagree with

c 5. **discovered**

b. sorrow

a 6. **protest**

c. found for the first time

C. Complete the activity below.

7. Give an example of how people show **hospitality**.

Possible answer: inviting others to a birthday party

8. Give an example of how people show **gratitude**.

Possible answer: saying thank you

9. Give an example of how people show **grief**.

Possible answer: crying



Write a Life Lessons Poster

Complete the list of life lessons from the stories. Explain why each lesson is important. Write your own life lesson for Lesson 4. Hang your poster on the wall with your classmates'. Compare your life lessons with others you see.

Life Lessons

Lesson 1: Treat others fairly. Do not blame others for your troubles. Instead _____

try to solve your own problems

Lesson 2: Be kind to others. Do not treat a person badly because

they might treat you badly later

Lesson 3: Do not stay angry at friends and loved ones. If you forgive each other, _____

you will both be happy

Lesson 4: Possible answer: Always be honest and do not tell

lies. If you tell lies, your parents will find out.

Vocabulary Practice

A. Match the words to the correct pictures.

1. **proteins**

2. **aerobic**

3. **healthy**



B. Write T if the statement is true. Write F if the statement is false.

T 4. **Hormones** help your body work.

F 5. An **infection** is something found in juice.

T 6. Too much **cholesterol** in the body can cause disease.

F 7. The flu is not **contagious**.

C. Complete the sentences.

contagious disease healthy infection

8. The student stayed home from school because her cold was contagious.

9. The woman ran every day to keep her heart healthy and free of disease.

10. Exercising and eating fruits and vegetables will help your body stay healthy.

11. You might go to the doctor if you have an infection.

After You Read

TIME The Giggle Prescription Laughter is the best medicine.

Vocabulary Check

A. Circle the picture that best answers the question.

1. Which person looks **healthy**?



2. Which foods are examples of **proteins**?



B. Write the vocabulary word that best fits each clue.

cholesterol

contagious

hormone

3. a waxy substance in blood and cells of the body cholesterol
4. a chemical that helps your organs work correctly hormone
5. passes easily from one person to another contagious

C. Think about how each boldfaced word was used in the article. Then check the correct meaning of each word.

6. You should go to the doctor if you have a **disease**.

- ☐ immune system
- ☒ illness
- ☐ heart

7. A bad cut can give you an **infection**.

- ☒ sickness
- ☐ bandage
- ☐ medicine

8. **Aerobic** exercise helps you stay healthy.

- ☒ gets oxygen into the body
- ☐ gets nitrogen into the body
- ☐ gets disease into the body

Plan for a Healthy Life

The writers make these suggestions about living a healthy life:

- > eat right
- > get enough sleep
- > laugh

Complete the sentences below to create a brochure. Then trade brochures with a partner. Evaluate your partner's brochure. Suggest one way to improve it.

1. I will eat right by making time to eat breakfast,
eating more vegetables .
2. I will get plenty of sleep by recording my
favorite television shows and watching them another
time instead of staying up late .
3. I will plan for humor in my life by
watching more funny movies and fewer sad ones,
keeping a joke diary, telling jokes to others, spending
more time with people who make me laugh .
4. I will also walk home from school instead of
getting a ride .
5. I will try to make other people laugh now that I
know how important it is .

Before You Read



Vocabulary Practice

A. Match the words to the correct pictures.

1. **strangers**

2. **swarms**

3. **interior**



B. Write T if the statement is true. Write F if the statement is false.

F 4. It is easy to **wade** across the ocean.

F 5. **Miracles** never surprise you.

T 6. Boats travel on the **surface** of the water.

T 7. We ride in the **interior** of the bus.

C. Answer the questions below based on the definition of the bolded word.

8. Write three examples of things that are **continual**.

a ticking clock, the hum of the air conditioner, street noise

9. Write three examples of things that **dart**.

a mouse, a mosquito, a fish

10. Write three examples of things you consider **miracles**.

Possible answer: puppies, flowers, my family



Write a Journal Entry

What other miracles could Walt Whitman include in his poem? Write a journal entry that describes three objects or events you would add to Whitman's list of miracles. Explain why each is special to you. Then share your journal entry with a partner.

The Journal of Martin

Date: November 5th

Day: Monday

Walt Whitman writes about the things and events he thinks are miracles. There are more things that I believe are miracles, too.

One miracle I would add is a snowflake.

This is special to me because they are beautiful
and every one is different.

Another miracle I would add is a new baby.

It is special to me because I have a new
baby sister.

Finally, I think that the Internet is
a miracle, too. I feel that way because it lets
us share ideas and images with people all over
the world, instantly.

Before You Read



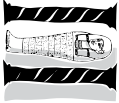
Vocabulary Practice

A. Match the words to the correct pictures.

1. maiden

2. tomb

3. kingdom



B. Complete each sentence with the correct vocabulary word.

beams

chilling

envying

4. The snow is chilling the people without hats.

5. I am envying Marita. She got a good grade on the test.

6. The moon beams most when it is full.

C. Circle the letter of the sentence that uses the word correctly.

7. bore

- a. If a man **bore** a letter to a friend, he took the letter to his friend.
- b. If a man **bore** a letter to a friend, he mailed the letter to his friend.

8. kinsmen

- a. Your grandfather and father are **kinsmen**.
- b. Your grandfather and your teacher are **kinsmen**.

9. beams

- a. The lamp **beams** when I turn it off.
- b. The lamp **beams** when I turn it on.



Write a Blog

Imagine that you are writing a blog about the events in the poem. You want readers to understand what has happened. Now make the story come alive for your readers.

SUBJECT: Annabel Lee

I have amazing news! We all know about the strange man who sleeps in the graveyard. Well, his story can now be told.

Many years ago, in a kingdom by the sea, a young man and woman were very much in love. The man wrote a poem about the girl he loved. Her name was Annabel Lee. He wrote that their love was like no other love; more than love.

He says the winged seraphs; angels in heaven were envying the love between him and Annabel Lee. They sent a wind out of a cloud by night; a chill.

The man says that even though Annabel Lee died, their love will never end; die. He ends his story by saying every night he remembers Annabel Lee.

Before You Read



Vocabulary Practice

A. Label each picture with the correct word.

aroma

bouquet

package

photographs



1. bouquet



2. aroma



3. photographs



4. package

B. Complete each sentence with the best word.

cherish

coax

garden

wither

5. She will always cherish the time she spends with her friends.

6. The lettuce will wither if it gets too old.

7. He planted tomatoes in his garden.

8. We will try to coax the frightened cat out of the tree.

C. Complete each sentence with your own words and ideas.

9. She **discreetly** stayed quiet when the comedian asked for a volunteer.

10. When there is any **excess** food, we freeze it for later.

11. It is **improbable** that I will win the contest.

12. When the house is **illuminated**, I feel safe and secure.

13. There is **speculation** that she is late because of traffic.



Write an Advice Column

Imagine that you write an advice column in a newspaper. A reader has written a letter to you asking for your advice. The reader has a secret crush on someone and does not know what to do. Write a response to the letter. In your response, tell the reader what he or she should do.

Dear Readers,

The first thing you have to do is show the person how you feel by talking to that person about things you like to do; asking the person questions about themselves

_____. If that does not work, try something different, like asking a friend of that person about the kinds of things that person likes to do

_____. If it works, you will know. The other person will want to keep talking to you or see you again

The most important thing to remember is to be honest

Show the person how you feel. Don't be afraid. The truth is usually the best thing to say.

Finally, a helpful tip might be to just be yourself. Don't worry about trying to impress anyone

Good luck!

Names/Nombres

Vocabulary Practice

A. Write the vocabulary word from the word bank under the correct picture.

ceremony

continent

mischief

transport



1. continent



2. ceremony



3. mischief



4. transport

B. Match each vocabulary word with its meaning.

5. **shame** d

a. lost strength

6. **faded** a

b. announce

7. **declare** b

c. remembered

8. **recalled** c

d. embarrassment

C. Complete the sentences.

9. The cookbook **specified** one cup of sugar.

10. The fruit on the tree will **inevitably** fall.

11. Sierra and Jon wanted to **merge** their soccer teams because neither team had enough
players.

12. Emanuel never cooked a meal, but **ironically** he won a recipe contest.

Role-Play: You're the Critic

Read the excerpt of literary criticism about "Names/Nombres" below. Answer the questions. Then write your own literary criticism of "Names/Nombres." Support your criticism with at least one example from the text.

"Julia Alvarez is truly a citizen of two different worlds, and in her remarkable body of work, she does as much as any writer of her time to describe and define what divides those worlds, and what draws them together."
—Madison Smartt Bell

1. Think about Bell's comment that Alvarez is "a citizen of two different worlds." From reading "Names/Nombres," how would you describe the two worlds?

Possible answer: One world is American. The other world is Dominican.

2. What brings the two worlds together?

Possible answer: She speaks both Spanish and English. She is able to laugh at the different names.

My Criticism

Possible answers: Julia Alvarez joins her two worlds together in a humorous and informative way.

Vocabulary Practice

A. Write the letter of the vocabulary word that matches the picture.



b 1. **community**

a 2. **furniture**

B. Think of a vocabulary word that fits each definition in column

A. Then, write the correct word on the spaces in column B.

Column A	Column B.
3. more time	<u>e x t e n s i o n</u>
4. freedom from a worry	<u>r e l i e f</u>
5. filled too tightly	<u>c r o w d e d</u>

C. Choose the phrase that means the same as the vocabulary word.

6. My family bought a house. We are now **homeowners**.
- a. people who rent a place to live
 - b. people who drive
 - ☒ c. people who own their home
7. We had to stand up to watch the show because the theater was **crowded**.
- a. cold
 - b. empty
 - ☒ c. full
8. The children played on the green **lawn**.
- ☒ a. grass
 - b. water
 - c. blacktop

Write an Essay About "Home"

Look back at what you wrote about home on page 234. Use your answers to help you write an essay about your thoughts, memories, and feelings about home. Remember to write a title. The title should create a tone for the essay and get the reader's attention.

When you are finished, practice reading your essay with a partner. Have him or her guess what the tone might be.

Title My Home

My family lives in an apartment.

It is a good home. Sometimes it is noisy when we are all together.

We eat and talk together every day.

Sometimes I wish we had a bigger or newer home.

The most important thing about home is being together as a family.

The things I like best about home are the warm kitchen, the comfortable living room and my bedroom.

Vocabulary Practice

A. Label the pictures using the vocabulary words.

blistering

discarding

ladled



1. ladled 2. discarding 3. blistering

B. Write T if the statement is true. Write F if the statement is false.

- F 5. If you feel **dissatisfaction**, you are really happy.
T 6. If you are **tempted** to do something, you really want to do it.
F 7. If I **disappointed** you, I did what I promised.
T 8. If you are **dependent** on somebody, you need that person.

C. Read each clue. Then unscramble the letters and write the correct word.

9. a good smell

moraa a r o m a

10. supplies of food and clothing

voirspinso p r o v i s i o n s

11. admitted to be true

docednec c o n c e d e d

12. warm and humid

ylbma b a l m y

13. terrible

satosdisur d i s a s t r o u s

Vocabulary Practice

A. Match the word to the correct picture.

1. skinny

2. ferocious

3. raggedy

4. ordinary



B. Write the word that fits in the sentence. Use words from the word bank.

excuses

ordinary

scuffed

skinny

5. It was an ordinary day at school because nothing exciting happened.

6. My cousin rented her empty apartment to a woman for \$500 a month.

7. His scuffed boots looked new after he polished them.

8. Olaf has to buy special belts because he is so skinny.

C. Complete the sentences.

9. The most **ferocious** animal I have seen is a lion.

10. I think it is really **dumb** when people don't recycle.

11. **Despite** working two jobs, Mr. Patel spends time with his family.

12. My cousin **rented** a car for a few months, but then he returned it.

TIME Message of Hope

Vocabulary Practice

A. Match the words with the correct pictures.

1. **village**

2. **desert**

3. **exploring**

4. **destroyed**



B. Write T if the statement is true. Write F if the statement is false.

F 5. A **rough** place is safe and peaceful.

T 6. Something that has been **destroyed** cannot be used anymore.

F 7. A **refugee** is somebody who goes on vacation.

F 8. A **desert** is rainy and covered with trees.

C. Unscramble the letters and write the vocabulary word that fits each clue.

9. What you are doing when you look around a new place

prenlxogi e x p l o r i n g

10. People who come to a new country to live

amimistnrg i m m i g r a n t s

11. Kept apart

petarased s e p a r a t e d

12. A person who leaves his or her country for safety

ereufeg r e f u g e e

Vocabulary Check

A. Circle the picture that best answers the question.

1. Which people are **exploring**?



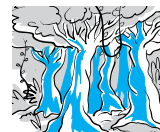
3. Which cake is **destroyed**?



2. Which two people are **separated**?



4. Which place is a **desert**?



B. Match the definition in Column B to the word in Column A.

Column A

5. **refugee**

6. **immigrants**

7. **village**

Column B

a place that is smaller than a town

a person who leaves his or her country for safety

people who move to a new country

C. Think about how the boldfaced words were used in the article.

Check the correct meaning.

8. Deng lost his parents when their village was **destroyed**.

- ☐ rebuilt
- ☒ ruined
- ☐ rained on

9. The three refugees spent time **exploring** their new home in the United States.

- ☒ looking around
- ☐ fighting
- ☐ painting

10. When the boys first came to the United States, their apartments were in **rough** parts of town.

- ☐ beautiful
- ☐ busy
- ☒ violent

After You Read

TIME
Message of Hope

Write an Interview

Imagine that you are one of the Lost Boys. A reporter is interviewing you after your trip Kakuma. Write your answers to the questions below. Then read the interview aloud with a partner.

Interviewer: What is your name?

Lost boy: My name is David Ayiik.

Interviewer: Where are you from?

Lost boy: I am originally from Sudan but now I live in San Diego, California, in the United States.

Interviewer: Why did you move?

Lost boy: I had to leave Sudan because there was a civil war and my village was destroyed. I lost my parents and it was too dangerous to stay there.

Interviewer: Where did you go after that happened?

Lost boy: Many other boys and I went to different refugee camps in Ethiopia and Kenya until we ended up at a camp in Kakuma, Kenya.

Interviewer: What is life like living in a refugee camp?

Lost boy: Living in a refugee camp is hard. There is not a lot of food or water, and the food that they have is not very healthy.

Interviewer: Describe how you were able to move to America.

Lost boy: We applied for U.S. visas and moved to California. The Rotary Club helped us a lot.

Interviewer: What was life like when you first moved to America?

Lost boy: It was very different. We had to find jobs and learn a lot of new things, like how to cook.

Interviewer: How did it feel to go back to the camp in Kakuma?

Lost boy: It made me sad to see my friends still living in poverty and not getting enough food or water. It made me want to help them more.

Interviewer: What are you plans for the future?

Lost boy: I am in college, studying business accounting. Someday I will go back to Sudan to help rebuild everything that has been ruined there.

Vocabulary Practice

A. Match the vocabulary words to the correct pictures.

1. signaled

2. plopped

3. stamping



B. Circle the letter of the word or phrase that means the same as the vocabulary word.

4. At **dusk**, we go inside the house and have dinner.

- a. very late at night
- ☒ b. just before dark
- c. in the morning

6. The bull was **stamping** its hoof on the ground.

- a. blowing on
- b. looking at
- ☒ c. stepping hard on

5. When I want to be alone, I go to a place that is **private**.

- ☒ a. all to myself
- b. noisy
- c. sunny

C. Write an example of each vocabulary word below.

7. Give an example of someone who is **energetic**. a player on a sports team

8. Give an example of something that is **secure**. your money in the bank

9. Give an example of something that might have **plopped** when it fell. a stone in a pond

10. Give an example of something a person might be **clutching**. a purse

After You Read

from

Barrio Boy and

How I Learned English

Write a Graduation Speech

Imagine that you are Ernesto and graduated from your grade with honors. Now you have to give a speech to your class. Talk about how you learned English and who helped you. Also tell us how you plan to use English in the future.

When you are finished, read your speech aloud.

Thank you. I am happy to be here today. I have some advice for future students. A good student always has

to pay attention in class

and study every day.

I think I did so well because I never gave up

I would like to thank, my friends who speak English

who helped me by being my models for how to speak English

Learning English will help me get into college

I hope you will all use what you have learned, too.

Vocabulary Practice

A. Write the vocabulary word below its picture.

nightmare

stampede

stare

vast



1. nightmare



2. stampede



3. stare



4. vast

B. Write T if the statement is true. Write F if it is false.

T 5. If you do something **reluctantly**, you do it unwillingly.

T 6. A **meteor** is a rock that travels through space.

F 7. If you **murmur**, people will always hear you clearly.

F 8. When you do something **desperately**, you are calm.

C. Unscramble the letters and write the vocabulary word that fits each clue.

9. This is something that has no end.

tiynifin i n f i n i t y

10. You do this when you convince people of your values.

tillsin i n s t i l i

11. You make these when you say that someone did something wrong.

noscuscaait a c c u s a t i o n s

12. You are this when you think about something.

ectfelvier r e f i e c t i v e

13. You have one of these when you suddenly realize something.

tionverela r e v e i a t i o n

After You Read



Write a Review

Write a review of "The Monsters Are Due on Maple Street." Use details from the teleplay to help you write your review.

What do ordinary people do when unusual things start to happen? The teleplay, "The Monsters Are Due on Maple Street" asks just that question. The main characters of the teleplay all live on Maple Street. The teleplay begins on a typical summer evening on Maple Street, when suddenly people hear a roar and see a flash of light. Then the power goes off. Everything stops working.

One of the men in the neighborhood, Steve, wants to go downtown to ask the police about the power outage, but Tommy won't let him. Tommy thinks that a spaceship has landed. Tommy thinks that Steve will put himself in danger if he tries to make the trip downtown.

Tommy makes everyone believe that the spaceship stories he likes to read are coming true. Even though he is only a little boy, the neighbors are willing to believe that monsters have come to town.

The neighbors accuse Les of being a monster. He tells them they're "letting something begin here that's a nightmare!" at the end of the teleplay.

I think that "The Monsters Are Due on Maple Street" is an interesting teleplay because it brings up an important question: Who are the true monsters on Maple Street?

This glossary lists the vocabulary words found in the selections in this book. The definition given is for the word as it is used in the selection; you may wish to consult a dictionary for other meanings of these words. The key below is a guide to the pronunciation symbols used in each entry.

Pronunciation Key					
a	at	ō	hope	ng	sing
ā	ape	ô	fork, all	th	thin
ä	father	oo	wood , put	<u>th</u>	this
e	end	ōō	fool	zh	treas <u>ure</u>
ē	me	oi	oil	ə	ago , taken, pencil,
i	it	ou	out		le <u>mon</u> , circus
ī	ice	u	up	'	indicates primary stress
o	hot	ū	use	'	indicates secondary

English

A

abandon (ə ban' dən) *v.* to leave something or someone

absorb (ab sôrb') *v.* to soak up liquid

accept (ək sept') *v.* to treat well; to receive with approval

accommodations (ə kom' ə dā' shənz) *n.* seats, beds, and other physical comforts in a large building

accusations (ək' yə zā' shənz) *n.* statements that suggest someone has done something wrong

adrift (ə drift') *adj.* moving without direction

Espanol

A

abandon/abandonar *v.* irse de un lugar; dejar atrás algo o a alguien

absorb/absorber *v.* empaparse con un líquido

accept/aceptar *v.* tratar bien; recibir con aprobación

accommodations/comodidades *s.* sillas, camas y otros objetos necesarios para sentirse a gusto

accusations/acusaciones *s.* declaraciones que sugieren que alguien ha hecho algo malo

adrift/a la deriva *adj.* moverse sin dirección

aerobic (ə rō' bik) *adj.* something that uses and increases the oxygen in your body

announcement (ə nouns' mənt) *n.* a public statement

announces (ə nouns' ez) *v.* gives information so that everyone knows

arena (ə rē' nə) *n.* an enclosed area used for public entertainment

armor (är' mər) *n.* a metal covering worn in battle

armor (är' mər) *n.* metal clothing used in battle

aroma (ə rō' mə) *n.* a pleasant smell

aroma (ə rō' mə) *n.* scent or odor

ashamed (ə shāmd') *adj.* feeling embarrassed or uncomfortable

appointed (ə point' əd) *v.* named or selected for a position

appreciate (ə pre' shē āt') *v.* value; to be thankful

argue (är' gū) *v.* disagree

astounded (əs tound' id) *v.* surprised

attends (ə tendz') *v.* takes care of

average (av' ər ij) *adj.* normal or usual

awesome (ô' səm) *adj.* great or wonderful

axis (ak' sis) *n.* a straight line which an object turns around

aerobic/aeróbico *adj.* algo que consume y aumenta el oxígeno en el cuerpo

announcement/anuncio *n.* una declaración pública

announces/anuncia *v.* da información para que todos estén enterados

arena/estadio *s.* espacio cerrado que se usa para espectáculos públicos o deportivos

armor/armadura *n.* cubierta de metal que lleva puesta el soldado en la batalla

armor/armadura *n.* ropa de metal que se usa en la batalla

aroma/aroma *n.* olor agradable

aroma/aroma *n.* fragancia u olor

ashamed/avergonzado *adj.* que se siente apenado o incómodo

appointed/nombró *v.* mencionó o seleccionó a alguien para ocupar una posición

appreciate/apreciar *v.* valorar algo; estar agradecido

argue/discutir *v.* entrar en desacuerdo

astounded/asombrado *adj.* sorprendido

attends/atiende *v.* se ocupa de algo o alguien

average/promedio *adj.* normal o usual

awesome/impresionante *adj.* extraordinario o maravilloso

axis/eje *s.* línea recta en torno a la cual gira un objeto

B

balance (bal' əns) *v.* stay steady

balmy (bä'-mē) *adj.* mild; soothing

bamboos (bam boōs') *n.* woody, hollow plants

beaming (bē' ming) *n.* smiling brightly

beams (bēmz) *v.* shines

behave (bi hāv') *v.* to act right or properly

blistering (blis' tər ing) *adj.* very intense and severe

bore (bôr) *v.* carried

bouquet (bō kā') *n.* flowers picked and put together into a bunch

box office (boks ô' fis) *n.* a place where you can buy tickets

briskly (brisk' lē) *adv.* in a quick and energetic way

C

calendar (kal'ən dər) *n.* a list of dates and events that are planned

cautiously (ko' shəs lē) *adj.* very carefully

cemented (sə ment' əd) *v.* united; made certain

ceremony (ser' ə mō' nē) *n.* a special celebration

champion (cham' pē ən) *n.* the person who wins first prize

B

balance/balancear *v.* mantener estable

balmy/calmado *adj.* moderado; suave; que tranquiliza o relaja

bamboos/bambú *n.* planta leñosa y hueca por dentro

beaming/radiante *n.* que muestra una sonrisa de felicidad

beams/resplandece *v.* brilla

behave/comportarse *v.* actuar correcta o apropiadamente

blistering/abrasador *adj.* muy intenso y severo

bore/portó *v.* llevó; transportó

bouquet/ramo *n.* flores recogidas y agrupadas en un racimo

box office/boletería *s.* lugar donde uno puede comprar boletos o tickets

briskly/enérgicamente *adv.* de manera rápida y enérgica

C

calendar/calendario *s.* lista de fechas y eventos a llevarse a cabo

cautiously/cautelosamente *adv.* cuidadosamente

cemented/cimentar *v.* unir; consolidar; asegurar

ceremony/ceremonia *n.* celebración especial

champion/campeón *n.* persona que gana el primer premio

charging (chär' jing) *v.* moving forward to attack

cherished (cher' isht) *v.* felt or showed a love for something or someone

chilling (chil 'ing) *v.* making very cold

chivalry (shiv' əl rē) *n.* the rules that knights followed

cholesterol (kə les' tə rōl) *n.* a soft waxy substance found in blood and cells of the body

circling (sur' kəl ing) *v.* moving in a round pattern

civic (siv' ik) *adj.* having to do with a city or citizenship

clutching (kluch' ing) *v.* holding tightly

coax (kōks) *v.* to persuade; to urge

committed (kə mit'ted) *v.* did something wrong on purpose

community (kə mū' nə tē) *n.* a group of people who live together

community (kə mū' nə tē) *n.* group of people who live in the same area

conceded (kən sēd'ed) *v.* agreed; admitted as true

concert (kon' sər't) *n.* a show put on by musicians

confident (kon' fə dənt) *adj.* believing in or being sure about yourself

configurations (kən fig' yə rā' shənz) *n.* an arrangement of parts

charging/cargar *v.* moverse hacia adelante para atacar

cherished/apreció *v.* sintió o mostró cariño por algo o alguien

chilling/enfriar *v.* hacer que algo se ponga muy frío

chivalry/caballerosidad *n.* manera de actuar según las reglas de los caballeros

cholesterol/colesterol *n.* sustancia suave y cerosa que se encuentra en la sangre y las células del cuerpo

circling/rodear *v.* moverse en forma circular

civic/cívico *adj.* que está relacionado con la ciudad o la ciudadanía

clutching/agarrar *v.* sujetar fuertemente

coax/persuadir *v.* convencer; inducir

committed/cometió *v.* hizo algo malo a propósito

community/comunidad *n.* grupo de personas que viven juntas

community/comunidad *n.* grupo de personas que viven en la misma área

conceded/concedió *v.* consintió; admitió como verdad

concert/concierto *s.* espectáculo ofrecido por músicos

confident/confiado *adj.* que cree en sí mismo o se siente seguro de sí

configurations/configuración *s.* disposición y arreglo de las partes que componen un todo

conquer (kong' kər) *v.* to win through mental power

conspirator (kən spir' ə tōr) *n.* a person who helps other people to do something wrong

contact (kon' takt) *n.* connection; communication

contagious (kən tā' jəs) *adj.* passes easily from one person to another

continent (kont' ən ənt) *n.* one of the seven main pieces of land on Earth

continual (kən tin' ū əl) *adj.* non-stop

courage (kur' ij) *n.* mental strength to face fear or danger

cowered (kou' ərd) *v.* crouched or moved back in fear

crowded (krou' did) *adj.* filled too full

cultivated (kul' tə vā' tid) *adj.* ready for growing plants and free from weeds

curiosity (kyoor' ē əs' ə tē) *n.* a great desire to know

curious (kyoor' ē əs) *adj.* interested; wondering about something

D

daisies (dā' zēs) *n.* flowers that have a yellow center and white petals

damage (dam' ij) *n.* harm that causes a loss

dart (därt) *v.* to move suddenly

conquer/vencer *v.* derrotar usando el poder mental

conspirator/conspirador *n.* alguien que ayuda a otra persona para hacer algo malo

contact/contacto *n.* conexión; comunicación

contagious/contagioso *adj.* que pasa fácilmente de una persona a otra

continent/continente *n.* una de las siete principales extensiones de terreno en la Tierra

continual/continuo *adj.* sin parar

courage/coraje *s.* fuerza mental para enfrentar el miedo o el peligro

cowered/encogerse (*de miedo*) *v.* agacharse o retroceder por temor

crowded/repleto *adj.* completamente lleno

cultivated/cultivado *adj.* listo para el cultivo de plantas y libre de mala hierba

curiosity/curiosidad *n.* gran deseo por saber

curious/curioso *adj.* interesado; que pregunta con mucho interés acerca de algo

D

daisies/margaritas *n.* flores que tienen centro amarillo y pétalos blancos

damage/daño *n.* perjuicio que causa pérdida

dart/lanzarse *v.* moverse repentinamente

decision (di sizh' ən) *n.* a conclusion someone has thought about

declare (di' klār) *v.* announce

defends (di' fendz) *v.* keeps safe from danger

delicious (di lish'əs) *adj.* very good to taste

delighted (di lī' tid) *adj.* happy or very pleased

dependent (di pen' dənt) *adj.* relying on someone for something

desert (dez' ərt) *n.* land without water and trees

desperately (des' pər it lē) *adv.* hopelessly

desperately (des' pər it lē) *adv.* in a reckless way

despite (di spīt') *prep.* not prevented by

destroyed (di stroid') *v.* broken to pieces; ruined

devastating (dev' əs tāt ing) *adj.* causing a lot of injury or destruction

differences (dif' ər əns əz) *n.* things that are not the same

difficult (dif' ə kult') *adj.* hard to do

disappointed (dis ə point' əd) *v.* let down; failed to do something expected of you

disastrous (di zas' trəs) *adj.* awful, terrible

decision/decisión *s.* conclusión a la que uno llega después de haber pensado acerca de algo

declare/declarar *v.* anunciar

defends/defiende *v.* mantiene fuera de peligro

delicious/delicioso *adj.* de muy buen sabor

delighted/encantado *adj.* feliz o muy contento

dependent/dependiente *adj.* que necesita de alguien para algo

desert/desierto *s.* terreno que no tiene agua ni árboles

desperately/desesperadamente *adv.* sin esperanza

desperately/desesperadamente *adv.* sin cuidado alguno; de manera que refleja urgencia y apuro

despite/a pesar de *prep.* sin que lo impida algo

destroyed/destruido *adj.* hecho pedazos; arruinado

devastating/devastador *adj.* que causa gran daño o destrucción

differences/diferencias *n.* cosas distintas o que no son lo mismo

difficult/difícil *adj.* que no se puede hacer fácilmente

disappointed/decepcionar *v.* desilusionar; fracasar en el intento de hacer algo que se espera de uno

disastrous/desastroso *adj.* horrible, terrible

discarding (dis kărd' ing) *v.* getting rid of

discovered (dis kuv' ərd) *v.* found, usually for the first time

discreetly (dis krēt' lē) *adv.* in a way that shows good judgment

disease (di' zēz') *n.* sickness

dissatisfaction (dis' sat is fak' shən) *n.* unhappiness, displeasure

dozen (duz' ən) *n.* a group of twelve

dreaming (drē' ming) *v.* imagining what you would like to do or have

dripping (dri' ping) *v.* falling in small drops

droplets (drop' litz) *n.* tiny drops of liquid

dumb (dum) *adj.* not smart

dusk (dusk) *n.* early evening

dusk (dusk) *n.* the time of day just before night

E

embarrass (em bar' əs) *v.* to cause someone to feel ashamed or uncomfortable

embarrassment (em bar' əs mənt) *n.* a feeling of shame

energetic (en ər jet'ik) *adj.* full of energy; lively

envying (en' vē ing) *v.* wanting what someone else has

discarding/descartar *v.* deshacerse de algo

discovered/descubrir *v.* encontrar algo, usualmente por primera vez

discreetly/discretamente *adv.* de manera prudente, cuidadosa y razonable

disease/dolencia *n.* enfermedad

dissatisfaction/descontento *n.* infelicidad, desagrado

dozen/docena *s.* grupo de doce unidades

dreaming/soñar *v.* imaginar lo que a uno le gustaría hacer o tener

dripping/gotear *v.* caer en pequeñas gotas

droplets/gotitas *s.* pequeñísimas gotas de líquido

dumb/tonto *adj.* que no es inteligente

dusk/atardecer *n.* momento en que la luz del día empieza a desaparecer

dusk/atardecer *n.* momento del día en que el cielo comienza a ponerse oscuro

E

embarrass/avergonzar *v.* hacer que alguien se sienta apenado o incómodo

embarrassment/vergüenza *n.* sentimiento de incomodidad o pena

energetic/enérgico *adj.* lleno de energía; vivaz

envying/envidiar *v.* querer lo que otra persona tiene

epithet (ep' ə thet') *n.* a word or phrase that uses a person's name

evading (i vād' ing) *v.* keeping away from or escaping from

evaporates (i vap' ə rāts') *v.* changes from liquid to a gas

excess (ek' ses) *adj.* more than is needed

excess (ek' ses) *adj.* more than what is needed

expeditions (eks pə dish' ənz) *n.* trips taken for specific reasons

exploring (iks plôr' ing) *v.* looking around; getting to know

extension (iks ten' shən) *n.* a longer period of time

F

facility (fə sil' ə tē) *n.* something, such as a building, built for a special purpose

faded (fād' id) *lost strength; lessened*

faith (fāth') *n.* belief or trust in something or someone

famous (fā' məs) *adj.* widely known

ferocious (fə rō' shəs) *adj.* fierce and violent

forest (fôr' ist) *n.* land covered in trees

forfeit (fôr' fit) *v.* to lose or lose the right to something

epithet/epíteto *n.* palabra o frase que describe con precisión a una persona

evading/evadir *v.* mantenerse lejos o escaparse de algo

evaporates/evaporarse *v.* cambiar de líquido a gas

excess/excesivo *adj.* que cruza el límite de lo necesario

excess/excesivo *adj.* que supera el límite de lo necesario

expeditions/expediciones *n.* viajes realizados por razones específicas

exploring/explorar *v.* observar los alrededores; averiguar

extension/extensión *n.* aumento o prolongación del tiempo

F

facility/establecimiento *s.* casa, instalación o edificio construido con una finalidad especial

faded/debilitó *v.* perdió fuerza; disminuyó

faith/fe *n.* confianza en algo o alguien

famous/famoso *adj.* muy conocido

ferocious/feroz *adj.* salvaje y violento

forest/bosque *s.* terreno grande cubierto de árboles

forfeit/perder un derecho *v.* perder el derecho que se tiene a algo, a causa de un error o falta

forget (fər get') *v.* to be unable to think of

furniture (fər' ni chər) *n.* objects like chairs and tables in rooms

futile (fū' til) *adj.* useless; not effective

G

gales (gālz) *n.* very strong winds

garden (gärd' ən) *n.* a piece of ground that a person uses to grow plants

gaze (gāz) *n.* an intent look

generation (jen' ə rā' shən) *n.* a group of people about the same age

glide (glīd') *v.* to move smoothly and easily

glistening (glis'ən'in) *v.* to shine or sparkle

gratitude (grat' ə toōd') *n.* a feeling of thankfulness

grief (grēf) *n.* very great sadness

grievous (grē'vəs) *adj.* very serious

gripped (gript) *v.* held tightly

grove (grōv) *n.* a group of the same trees growing together

H

hail (hāl) *n.* small balls of ice that fall from the sky

harsh (härsh) *adj.* rough or difficult

forget/olvidar *v.* dejar de recordar; no poder pensar en algo

furniture/muebles *n.* objetos como sillas y mesas en los cuartos de las casas

futile/inútil *adj.* inservible; no efectivo

G

gales/ventarrón *n.* vientos muy fuertes

garden/jardín *n.* pedazo de tierra que una persona usa para cultivar plantas

gaze/mirada fija *n.* acción de mirar atentamente

generation/generación *n.* grupo de personas que más o menos tienen la misma edad

glide/deslizarse *v.* moverse suave y fácilmente

glistening/resplandecer *v.* brillar o relucir

gratitude/gratitud *n.* sentimiento de agradecimiento

grief/aflicción *n.* tristeza muy grande

grievous/grave *adj.* muy serio

gripped/agarró *v.* sujetó fuertemente

grove/arboleda *n.* grupo de árboles iguales que crecen juntos

H

hail/granizo *s.* pequeñas bolas de hielo que caen del cielo

harsh/severo *adj.* áspero o difícil

healthy (hel' thē) *adj.* free from sickness

heir (ār) *n.* a person who will receive property or a title

heroism (her' ō iz'əm) *n.* acts and deeds that show bravery and courage

hoarse (hōrs) *adj.* sounding low and rough

homeowners (hōm' ō' nərz) *n.* people who own the apartment or house they live in

hormone (hōr' mōn) *n.* a chemical that your body makes to help your organs work correctly

hospitality (hos' pə tal' ə tē) *n.* friendly and kind treatment of guests

I

illuminated (i loō' mə nāt' id) *adj.* lit up

immigrants (im' ə grəntz) *n.* people who move to a new country

impatient (im pā'shənt) *adj.* unable to wait; easily annoyed

improbable (im prob' ə bəl) *adj.* not likely

improvised (im' prə vīzed) *v.* made or performed without preparing ahead of time

inevitably (i nev' ə tə blē) *adv.* in a way that cannot be kept from happening

infection (in fek' shən) *n.* sickness caused by harmful germs

healthy/saludable *adj.* libre de enfermedades

heir/heredero *n.* persona que recibirá una propiedad o título

heroism/heroísmo *n.* actos y acciones que muestran valentía y coraje

hoarse/ronco *adj.* se dice del sonido áspero y grave

homeowners/propietarios *n.* personas que son dueñas del departamento o casa en que viven

hormone/hormona *n.* producto químico que el cuerpo crea para ayudar a los órganos a funcionar correctamente

hospitality/hospitalidad *n.* trato amistoso y generoso hacia los invitados

I

illuminated/iluminado *adj.* alumbrado

immigrants/inmigrantes *s.* grupo de personas que se trasladan a un nuevo país

impatient/impaciente *adj.* incapaz de esperar; fácilmente irritable

improbable/improbable *adj.* poco probable o que no es seguro

improvised/improvisar *v.* hacer o actuar sin haberse preparado con anticipación

inevitably/inevitablemente *adv.* de manera tal que no se puede evitar que suceda

infection/infección *n.* enfermedad causada por un germen nocivo

infinity (in fin' ə tē) *n.* time or space that has no end

instill (in stil') *v.* to put into a person's mind over time

integrity (in teg' rə tē) *n.* honesty and goodness

intention (in tent' shən) *n.* a plan to act in a certain way

interact (in' tə rakt') *v.* to spend time together; to talk to each other

interior (in tēr' ē ə) *n.* the inside of something

invisible (in viz' ə bəl) *adj.* not seen

ironically (ī ron' ik əl ē) *adv.* in a way that is different than what is expected

issue (ish' oō) *n.* something talked about among two or more people or groups

J

journey (jur' nē) *n.* a long trip

K

kindly (kīnd' lē) *adj.* nice or agreeable

kingdom (king' dəm) *n.* the place where a king rules

kinsmen (kinz' mən) *n.* a person's relatives or family

L

lacquer (lak' ə) *n.* a liquid that is poured on wood or metal to make it shiny

infinity/infinito *s.* tiempo o espacio que no tiene fin

instill/inculcar *v.* cultivar la mente de una persona a lo largo del tiempo

integrity/integridad *n.* honestidad y bondad

intention/intención *n.* un plan para actuar de cierta manera

interact/relacionarse *v.* pasar el tiempo juntos; hablar unos con otros

interior/interior *n.* la parte interna de algo

invisible/invisible *adj.* que no puede ser visto

ironically/irónicamente *adv.* de una manera diferente a lo esperado

issue/asunto *s.* tema sobre el cual hablan personas o grupos de personas

J

journey/travesía *n.* un largo viaje

K

kindly/amable *adj.* simpático o agradable

kingdom/reino *n.* lugar donde el rey gobierna

kinsmen/parientes *n.* familiares de una persona

L

lacquer/barniz *n.* líquido que se pone en la madera o el metal para que brille

ladled (lād' əl əd) *v.* took liquid in a long handled spoon from one place to another

lanky (lang' kē) *adj.* tall, thin, and clumsy

lawn (lôn) *n.* ground around a house that is covered with grass

lazy (lā' zē) *adj.* slow moving

lean (lēn) *adj.* thin

leap (lēp) *n.* a jump, usually from very high off the ground

leaping (lēp' ing) *v.* to jump from the ground

legacy (leg' ə sē) *n.* what a person leaves behind when he or she dies

loyal (loi' əl) *adj.* faithful to a person or cause

luminous (loō' mə nəs) *adj.* bright

M

maiden (mād' ən) *n.* an unmarried girl or woman

massive (mas'iv) *adj.* large, heavy, and solid

melancholy (mel'ən kol'ē) *n.* sadness

merge (murj) *v.* to join together

meteor (mē' tē ə) *n.* a space rock that looks like a streak of light as it moves through the night sky

miracles (mir' ə kəlz) *n.* amazing things or events

mischief (mis' chif') *n.* harm or trouble

ladled/sirvió *v.* sacó líquido con un cucharón para ponerlo en otro recipiente

lanky/larguirucho *adj.* alto, delgado y torpe

lawn/césped *n.* suelo que rodea una casa y que está cubierto de pasto

lazy/perezoso *adj.* lento en el movimiento

lean/delgado *adj.* flaco

leap/salto *n.* un brinco, usualmente de una gran altura

leaping/brincar *v.* saltar sobre el suelo

legacy/legado *n.* lo que una persona deja cuando muere

loyal/fiel *adj.* leal a una persona o causa

luminous/luminoso *adj.* brillante

M

maiden/soltera *n.* muchacha o mujer que no se ha casado

massive/masivo *adj.* grande, pesado y sólido

melancholy/melancolía *n.* tristeza

merge/fusionar *v.* unir o juntar

meteor/meteoro *s.* roca espacial que parece un haz de luz a medida que se desplaza por el cielo nocturno

miracles/milagros *n.* cosas o acontecimientos asombrosos

mischief/daño *n.* perjuicio, molestia o problema

mistrusted (mis trust' ed) *v.* thought of with suspicion or doubt

monument (mon'yə mənt) *n.* a structure built to remember a person or event

murmur (mur' mər) *v.* speak quietly

muscular (mus' kyə lər) *adj.* having well-formed muscles, or strong

N

navigation (nav i gā' shən) *n.* the act of setting a route or direction to go

neighborhood (nā' bər hood') *n.* people and buildings in one section of an area

nightmare (nīt' mār') *n.* a scary dream

O

obligation (ob' lə gā' shən) *n.* something a person has to do

omen (ō' mən) *n.* a sign or event that means good luck or bad luck for the future

opportunities (op' ər toō' nə tēz) *n.* chances to do something

optimistic (op' tə mis' tik) *adj.* full of hope

ordinary (ôrd' ən er' ē) *adj.* common; everyday

P

package (pak' ij) *n.* a box or bundle that contains something

mistrusted/desconfiar *v.* pensar en algo o alguien con sospecha o duda

monument/monumento *n.* estructura construida para recordar a una persona o un acontecimiento

murmur/murmurar *v.* hablar calmadamente y en voz baja

muscular/musculoso *adj.* que tiene músculos bien formados o fuertes

N

navigation/navegación *n.* acción de conducir o establecer una ruta o dirección de marcha

neighborhood/vecindario *n.* personas, casas y edificios de una zona determinada

nightmare/pesadilla *s.* sueño que causa mucho miedo

O

obligation/obligación *n.* algo que una persona tiene que hacer

omen/augurio *n.* señal o evento que significa buena o mala suerte para el futuro

opportunities/oportunidad *s.* momento ideal para hacer algo

optimistic/optimista *adj.* lleno de esperanza

ordinary/ordinario *adj.* común; cotidiano

P

package/paquete *n.* caja o fardo que contiene algo

palm (pām) *n.* the inner part of a hand

panting (pant' ing) *v.* breathing quickly or with difficulty

paralyzed (par' ə līzd) *adj.* unable to move

patient (pā shənt) *n.* a person that is getting medical treatment

pedaling (pəd' əl ing) *v.* moving the pedals of something, especially a bicycle

peeping (pē' ping) *v.* making a chirping sound

perpetual (pər pəch' oō əl) *adj.* never-ending or lasting forever

perplexed (pər plekst') *adj.* confused; not sure

petals (pet' əlz) *n.* the parts of a flower that stick out from the center

photographs (fō' tə grafs') *n.* pictures taken using a camera

physician (fi zish'ən) *n.* a doctor

pledged (plejd') *v.* promised

plopped (plopt) *v.* dropped or fell heavily

plot (plot) *n.* a secret plan

poised (pôīzd') *adj.* steady or balanced

pragmatic (prag mat' ik) *adj.* concerned with real things instead of dreams or ideas

predominantly (pri dom'ə nənt' lē) *adv.* mainly, mostly

palm/palma *n.* la parte interior de la mano

panting/jadear *v.* respirar rápidamente o con dificultad

paralyzed/paralizado *adj.* incapaz de moverse

patient/paciente *n.* persona que está recibiendo tratamiento médico

pedaling/pedalear *v.* mover los pedales de algo, especialmente de una bicicleta

peeping/piar *v.* gorjear; lanzar sonidos como los de ciertas aves

perpetual/perpetuo *adj.* que nunca termina o dura por siempre

perplexed/perplejo *adj.* confundido; inseguro

petals/pétalos *n.* las partes de una flor que se proyectan desde su centro

photographs/fotografías *n.* fotos o imágenes obtenidas por medio de una cámara

physician/médico *n.* doctor

pledged/prometió *v.* se comprometió; aseguró

plopped/desplomó *v.* se derrumbó o cayó pesadamente

plot/complot *n.* un plan secreto

poised/equilibrado *adj.* estable o balanceado

pragmatic/pragmático *adj.* que fija su interés en cosas reales y no en sueños o ideas

predominantly/predominantemente *adv.* principalmente; en su mayoría

presentable (pri zen' tə bəl) *adj.* good enough to be seen

prisoner (priz' ə nər) *n.* a person who is held in jail or prison

prisoner (priz' ə nər) *n.* a person who is captured or in jail

private (prī ' vit) *adj.* not for everyone; kept to yourself

professional (prə fesh' nəl) *adj.* paid to do a job

proteins (prō' tēnz) *n.* substances in food that you need to help your body grow

protest (prō' test) *v.* to show that you do not agree with something

provisions (prə vizh' ənz) *n.* necessary supplies, especially food

provoked (prə vōkd') *v.* caused some action or emotion

purchase (pur' chəs) *v.* to buy something

Q

quarreled (kwôr' əld) *v.* said angry words to each other

quilt (kwilt) *n.* a type of hand-made blanket

R

races (rās' əz) *n.* sets of people who look different from one another and who pass these differences to their children

raggedy (rag' id ē) *adj.* in bad condition; torn

presentable/presentable *adj.* que está suficientemente bien como para ser visto o presentado

prisoner/prisionero *n.* persona que está detenida en la cárcel

prisoner/prisionero *n.* persona que está capturada o encarcelada

private/privado *adj.* que no es para todos; personal

professional/profesional *adj.* que recibe pago por hacer un trabajo

proteins/proteínas *n.* sustancias alimenticias que uno necesita para ayudar al cuerpo a crecer

protest/protestar *v.* mostrar que uno no está de acuerdo con algo

provisions/provisiones *n.* cosas necesarias, especialmente comida

provoked/provocó *v.* causó alguna acción o emoción

purchase/comprar *v.* adueñarse de algo pagando dinero

Q

quarreled/pelearon *v.* se dijeron palabras de enojo el uno al otro

quilt/edredón *n.* un tipo de manta hecha a mano

R

races/razas *n.* grupos de personas que se diferencian entre sí y que transmiten sus rasgos distintivos a sus hijos

raggedy/raído *adj.* en malas condiciones; roto

rebellion (ri bel'yən) *n.* a struggle against the people in charge

recalled (ri' kold) *v.* remembered; called to mind

reflective (ri flek' tiv) *adj.* thoughtful

refugee (ref' yu jē') *n.* a person who leaves his or her own country for safety

relief (ri lēf') *n.* removal of something painful or troubling

reluctantly (ri luk' tənt lē) *adv.* not willingly

rented (rent' ed) *v.* paid money to use or borrow something

reserved (ri zurvd') *adj.* held aside or held apart

restless (rest' lis) *adj.* nervous; unable to be still

revelation (rev' ə lā' shən) *n.* a moment of giving or receiving surprising information

reward (ri wôrd') *n.* something you get in return for something you have done

rhythm (rith'əm) *n.* movement to a steady, repeating sound

ripping (ri' ping) *v.* moving quickly

rough (ruf) *adj.* unpleasant or harsh; violent

S

savage (sav' ij) *adj.* cruel; wild

rebellion/rebelión *n.* una lucha en contra de la gente que está al mando

recalled/recordó *v.* se acordó; evocó

reflective/reflexivo *adj.* pensativo

refugee/refugiado *s.* persona que abandona su país por motivos de seguridad

relief/alivio *n.* eliminación de algo doloroso o problemático

reluctantly/de mala gana *adv.* de manera involuntaria, como cuando se hace algo sin querer

rented/rentó *v.* pagó dinero para usar temporalmente algo

reserved/reservado *adj.* guardado; que se conserva aparte para uso futuro

restless/inquieto *adj.* nervioso, incapaz de estar tranquilo

revelation/revelación *s.* situación o momento en que se da o recibe información sorpresiva

reward/recompensa *n.* lo que se recibe como premio por algo que se hizo

rhythm/ritmo *n.* movimiento regular y repetitivo del sonido

ripping/precipitarse *v.* moverse rápidamente

rough/áspero *adj.* tosco o desagradable; violento

S

savage/salvaje *adj.* cruel; no domesticado

schedule (skej' oōl) *n.* a list of times when things will happen

scuffed (skufd) *adj.* scratched

section (sek' shən) *n.* one part of something divided in parts

secure (si kyoor') *adj.* safe

seeping (sēp' ing) *v.* coming through small openings

separated (sep' ə rā ted) *v.* kept apart

serious (sēr' ē əs) *adj.* very important; requiring a lot of thought

shallow (shal' ō) *adj.* not deep

shame (shām) *n.* a bad feeling brought about by having done something wrong

shrieked (shrēkd) *v.* made a loud, sharp sound

signaled (sig' næld) *v.* sent a message with a motion

skinny (skin' ē) *adj.* very thin

sleet (slēt) *n.* partly frozen rain

snatch (snach) *v.* to grab quickly

sneaked (snēkt) *v.* moved in a quiet, careful way

soldiers (sōl' jərz) *n.* people who fight in wars and belong to armies

specified (spes' ə fīd') *v.* explained or described in detail

schedule/horario *s.* lista de las horas en que ciertas cosas deben llevarse a cabo

scuffed/estropeado *adj.* dañado; rasguñado

section/sección *s.* una parte de algo que ha sido dividido en partes

secure/seguro *adj.* protegido

seeping/filtrar *v.* pasar a través de pequeños agujeros

separated/separar *v.* apartar; distanciar

serious/serio *adj.* muy importante; que requiere de mucha reflexión

shallow/superficial *adj.* no profundo

shame/vergüenza *n.* sentimiento negativo que uno tiene por haber hecho algo equivocado o malo

shrieked/chilló *v.* emitió un sonido alto y agudo

signaled/señaló *v.* mandó un mensaje con un movimiento

skinny/delgado *adj.* muy flaco

sleet/aguanieve *s.* lluvia parcialmente congelada

snatch/arrebatar *v.* agarrar rápidamente

sneaked/escabullirse *v.* moverse de una manera silenciosa y cuidadosa

soldiers/soldados *n.* personas que luchan en la guerra y que pertenecen a los ejércitos

specified/especificó *v.* explicó o describió en detalle

speculation (spek' yə lā' shən) *n.* an opinion or conclusion made by guessing

stampede (stam pēd') *n.* a sudden rush of animals or people

stamping (stamp' ing) *v.* hitting something hard against the ground

stare (stār) *v.* to look at something for a long time with wide open eyes

strangers (strān' jərz) *n.* people who you do not know

stride (strīd) *n.* step

struggle (strug' əl) *n.* hard work to become free of something

struggle (strug' əl) *v.* to make a strong effort against a problem

stumbled (stum' bəld) *v.* tripped or fell

summoned (sum'ənd) *v.* called together

suppresses (sə pres' es) *v.* stops or holds back

surface (sur' fis) *n.* the top or outside of something

swarms (swormz) *v.* buzzes with the movement of many people or animals

sweat (swet) *n.* drops of moisture that form on the skin

sword (sôrd') *n.* a weapon with a long, sharp, metal blade

T

tangled (tang' gəld) *adj.* mixed up or twisted

speculation/especulación *n.* opinión o conclusión basada en suposiciones

stampede/estampida *s.* huida repentina y desordenada de animales o gente

stamping/pisotear *v.* golpear fuertemente algo contra el piso, utilizando los pies

stare/mirar fijamente *v.* mirar algo por largo tiempo y con los ojos bien abiertos

strangers/extraños *n.* personas a quienes uno no conoce

stride/zancada *n.* paso

struggle/lucha *n.* gran esfuerzo realizado con el fin de liberarse de algo

struggle/luchar *v.* hacer un gran esfuerzo frente a un problema

stumbled/tropezó *v.* dio un traspié o cayó

summoned/convocó *v.* llamó; reunió

suppresses/reprimir *v.* detener o contener

surface/superficie *n.* la parte superior o exterior de algo

swarms/bullir *v.* agitarse un lugar con el movimiento de muchas personas o animales

sweat/sudor *n.* gotas de humedad que se forman sobre la piel

sword/espada *n.* arma con cuchilla de metal, larga y afilada

T

tangled/enredado *adj.* enmarañado o retorcido

tempted (temp' təd) *v.* attracted to something, wanted to do something

tomb (toōm) *n.* a place where someone is buried

tournaments (toor' nə mənts) *n.* contests of skill between two or more people

transport (trans pôrt') *v.* carry

triumph (trī' umf) *n.* success or victory

U

untrustworthy (un trust' wur' thē) *adj.* someone you are not able to trust

V

vain (vān) *adj.* too proud of yourself

valiant (val' yənt) *adj.* brave

vanishes (van' ish ez) *v.* disappears

vapor (vā' pər) *n.* steam or gas that hangs in the air

vast (vast) *adj.* very large

victory (vik' tər ē) *n.* the defeat of an enemy or opponent

village (vil' ij) *n.* a place a little smaller than a town

W

wade (wād) *v.* to walk through water

wary (wār' ē) *adj.* careful or watchful

weight (wāt) *n.* how heavy something is

tempted/tentar *v.* atraer hacia algo; hacer que algo sea deseado

tomb/tumba *n.* lugar donde alguien está enterrado

tournaments/torneos *n.* competencia de destreza entre dos o más personas

transport/transportar *v.* llevar

triumph/triunfo *n.* éxito o victoria

U

untrustworthy/indigno *de confianza adj.* alguien en quien no se puede confiar

V

vain/vano *adj.* muy orgulloso de sí mismo

valiant/valiente *adj.* bravo

vanishes/desvanecer *v.* desaparecer

vapor/vapor *s.* vaho o gas que queda suspendido en el aire

vast/vasto *adj.* muy grande o extenso

victory/victoria *n.* resultado de derrotar a un enemigo u oponente

village/aldea *s.* pueblo chico y de pocos habitantes, más pequeño que una ciudad

W

wade/vadear *v.* caminar a través del agua

wary/cauteloso *adj.* cuidadoso o vigilante

weight/peso *n.* medida que indica cuán pesado es algo

whereupon (hwār' ə pôn') *conj.* at which time; after which

wicked (wik' id) *adj.* bad or evil

wildlife (wīld' līf') *n.* animals and fish that are not tame

wither (with' ər) *v.* to dry up and die

wrinkled (ring' kəld) *adj.* folded or bunched; marked with folds

· **whereupon/tras** *lo cual conj.* con lo cual;
· después de lo cual

· **wicked/perverso** *adj.* malo o malvado

· **wildlife/fauna** *s.* animales y peces que no
· están domesticados

· **wither/marchitarse** *v.* secarse y morir

· **wrinkled/arrugado** *adj.* doblado
· irregularmente; marcado con arrugas

**Comprehension,
Word Study,
and Grammar
Blackline Masters**

Amigo Brothers

Name _____ Date _____

Directions: As you read “Amigo Brothers,” write clues that show Felix and Antonio have internal and external conflicts. Write things that Felix and Antonio do or say in the correct column.

Clues that Show Internal Conflict	Clues that Show External Conflict

Amigo Brothers

Name _____ Date _____

Word Study Multiple-Meaning Words

Many English words have more than one meaning.

A **boxer** is a fighter.

A **boxer** is a kind of dog.

When you read a word that you know has more than one meaning, you can

- read the text around the word. Find clues to the word's meaning.
- think about how the word is being used.
- check a dictionary and read through all of the meanings. Find the one that makes the most sense.

Practice

Directions: Read each sentence and the two meanings of each boldfaced word. Circle the letter with the meaning that makes sense in the sentence.

1. Antonio has a **lean** form and long reach.
 - a. to rest against
 - b. thin
2. Felix has a short and muscular **frame**.
 - a. something in which something else is set
 - b. body
3. Felix and Antonio met in the **ring** to fight.
 - a. an enclosed space for games
 - b. a thin circle of metal
4. Antonio has the **form** of a lightweight boxer.
 - a. shape; appearance
 - b. a piece of printed paper with blank spaces
5. Felix and Antonio fight a boxing **match** against each other.
 - a. a contest
 - b. a small stick used to start a fire
6. The fighters throw upper **cuts**.
 - a. openings made by sharp objects
 - b. punches

Amigo Brothers

Name _____ Date _____

Grammar Link Interrogative Sentences

An **interrogative sentence** asks a question. An interrogative sentence ends with a question mark.

What is your name?

Will you go to the party?

A **declarative sentence** makes a statement. It ends with a period.

My name is Stefan.

I will go to the party.

Practice

A. Directions: Read each sentence about “Amigo Brothers” below. Write **I** if the sentence is interrogative. Write **D** if the sentence is declarative.

- _____ 1. Which boy dreamed of being a boxing champion?
- _____ 2. Antonio and Felix were both seventeen years old.
- _____ 3. Why did the two boys agree to stay apart?
- _____ 4. Where did the big fight take place?
- _____ 5. Felix and Antonio worried about the fight.

B. Directions: Read each sentence below. Write a question mark at the end of each interrogative sentence. ? Write a period at the end of each declarative sentence. .

- 6. How many people were in the audience
- 7. The two boys fought for three rounds
- 8. The audience was not sure who would win
- 9. Which boy was the champion of the fight
- 10. The boys left the ring together

Name _____ Date _____

Directions: As you read “Rikki-tikki-tavi,” record how Rikki-tikki-tavi is brought to Segowlee and what he does to keep the people and garden animals safe.

Rikki-tikki-tavi is washed out of his burrow.





Name _____ Date _____

Word Study Base Words; Past Forms of Verbs

For most verbs, the **past form** and **past participle form** are formed by adding *-ed* to the present, base form of the verb.

The couple **danced** beautifully in the competition. (past)

The couple **has danced** together for many years. (past participle)

The past form and past participle form of **irregular verbs** do not end in *-ed*.

You must memorize the past form and the past participle form for irregular verbs.

The chart below shows some common irregular verbs.

Base Form	Past Form	Past Participle
think	thought	thought
do	did	done
teach	taught	taught

Practice

Directions: Read each sentence below. Choose the correct past tense form of the verb or verbs to complete each blank.

- Rikki-tikki-tavi _____ a great war with Nag the cobra and his wife Nagaina.
 - fought
 - fighted
- Rikki-tikki-tavi's mother _____ her son to attack snakes carefully like a good mongoose.
 - teached
 - taught
- Nag _____ Rikki-tikki-tavi when he first raised his huge head from the grass to strike.
 - frighten
 - frightened
- Rikki-tikki-tavi _____ of a good plan to defeat Nagaina.
 - thinked
 - thought



Name _____ Date _____

Grammar Link Comparative and Superlative Forms of Adverbs

The **comparative** form of an adverb compares two actions.

A tiger runs **more quickly** than a zebra.

Dominique played **harder** than Miranda during the game.

The **superlative** form of an adverb compares three or more actions.

A tiger runs the **quickest** of many animals.

Dominique played the **hardest** of all her teammates.

Adverb	Comparative	Superlative	
easily slowly	more easily more slowly	the most easily the most slowly	We compare adverbs ending in <i>-ly</i> with <i>more</i> and <i>the most</i>
fast early	faster earlier	the fastest the earliest	For adverbs that have the same form as adjectives, we add <i>-er</i> and <i>-est</i> .
well	better	the best	<i>Well</i> is an irregular adverb.

Practice

A. Directions: Read each sentence about “Rikki-tikki-tavi” below. Choose the correct form of the comparative or superlative form in parentheses.

1. A mongoose is one of the few animals that moves (more quickly, most quickly) than a snake.
2. Rikki-tikki-tavi thinks (faster, fastest) than the other animals, and he stays out of trouble.
3. He is the (more curious, most curious) of all animals.

B. Directions: Read each sentence below. Write the correct form of the adverb in parentheses to complete each sentence.

4. (hard) Once bitten, Nag shakes his head _____ than Rikki-tikki-tavi had expected.
5. (easy) Rikki-tikki-tavi cannot eat a big meal to celebrate his victory because it is _____ to chase a snake when one feels light.
6. (well) The sun warms Nagaina’s eggs _____ in the melon patch than in the garden.

Thank You, *M'am*

Name _____ **Date** _____

Directions: As you read “Thank You, M’am,” complete the summary chart below. In the small boxes, write the main events of the plot. Then in the large box, write a summary of the story.

[illegible]

Name _____ Date _____

Grammar Link Prepositions of Place**Prepositions of place** tell you where people or things are.The dog dug a hole **in front of** the house.He chose a spot **behind** a tree.He placed his bone **into** the hole.

We also say:

at school, **at** home, **at** the office**in** my apartment, **in** my roomgo **to** school, walk **to** the store**Practice****A. Directions:** Read each sentence about "Thank You, M'am" below. Complete the sentence with a preposition of place from the box.

at	across	behind	in front of	inside	next to	to
----	--------	--------	-------------	--------	---------	----

- Mrs. Jones carried her purse _____ her shoulders.
- Roger came up _____ Mrs. Jones and grabbed her purse.
- Roger lost his balance and fell _____ the woman, so she kicked him while he laid on the ground.
- Mrs. Jones grabbed Roger and shook him _____ her.
- She dragged him _____ her house and told him to clean up.

B. Directions: Complete the paragraph using prepositions of place.

- Roger thinks Mrs. Jones will take him _____ jail. Instead, she brings him to her house. After he washes and dries his face, he turns around. Mrs. Jones is standing _____ him. Mrs. Jones finds ham and lima beans _____ her icebox. When Roger leaves, he looks back _____ Mrs. Jones.



and



Name _____ Date _____

Grammar Link Word Order of Adjectives

When we use more than one **adjective** to describe a noun, we use the following **word order**.

Opinion	Size	Age	Color	Material	Nationality	Noun
beautiful	large	old	black	glass	Chinese	bead

That is a *beautiful, glass, Chinese* bead.

Note: We do not usually use more than two or three adjectives with one noun.

That is a beautiful Chinese bead.

Practice

A. Directions: Put the adjectives in the correct order before each noun.

1. blue/nice _____ roller skates
2. old/fast _____ bicycle
3. pink/soft _____ petals
4. large/silk _____ parasol
5. new/sturdy _____ net

B. Directions: Complete each sentence below by writing the adjectives in the correct order

6. heavy/great The rider pedals to escape her _____ loneliness.
7. large/white She wants to float like a _____ cloud.
8. large/enchanting/pink She will fly over fields of _____ azaleas.
9. thick/long The tightrope walker steps on a _____ wire.
10. hard/cold The _____ earth waits below.

Slam, Dunk, & Hook

Name _____ Date _____

Grammar Link *While* and *When* with Past Time Clauses

While can begin a time clause. The verb in a *while* clause is in the past progressive tense.

WHILE	
Main Clause	Time Clause
The power went out	while the storm was raging.
Time Clause	Main Clause
While the storm was raging,	the power went out.

When can begin a time clause. The verb in a *when* clause may be in the simple past tense.

WHEN	
Main Clause	Time Clause
I was finishing my homework	when you called.
Time Clause	Main Clause
When you called,	I was finishing my homework.

Practice

Directions: Read the clauses about “Slam, Dunk, & Hook” below. Match the sentence parts.

- | | |
|--|--|
| _____ 1. The players dunked the ball while | a. the boys were playing. |
| _____ 2. The girls cheered while | b. his mother died. |
| _____ 3. The tension increased when | c. they were in the air. |
| _____ 4. Sonny Boy played all day when | d. the boys tangled themselves. |



Name _____ Date _____

Word Study Context Clues

Context clues are the words and phrases that surround an unfamiliar word. When you come across a word that you've never seen before, use **context clues** to figure out the meaning.

Practice

A. Directions: Read the passage below from "What Is a Knight?" Underline the context clues in the passage that help you know the meaning of the boldface words.

The first thing to remember is that knights were the very first **mercenaries** (paid soldiers). They were paid, usually with large **plots** of land, to fight for their lord or king.

The second thing to remember is that they were supposed to conduct themselves according to a strict code of behavior. This was called **chivalry**.

Last and most important, the knights were part of a way of life, called the **feudal system**, that existed in Europe. Basically the feudal system helped a king obtain thousands of men for the wars he always fought. His barons and earls, in exchange for vast areas of land, pledged to provide armies on request. These barons and earls gave smaller parcels of their land to knights who, in return, promised to supply men (**peasants**) to do the fighting.

B. Directions: Read over what you have marked. Circle the best definition for each word or phrase below.

- | | | |
|-----------------------|-----------------------------------|--|
| 1. mercenaries | 3. chivalry | 5. feudal system |
| a. knights | a. bravery | a. system of voting and elections |
| b. paid soldiers | b. fighting practices | b. earning land in exchange for fighting |
| c. barons and earls | c. rules of right and wrong | c. way of farming and selling crops |
| 2. plots | 4. peasants | |
| a. pieces of land | a. barons | |
| b. land in a cemetery | b. knights | |
| c. wars and battles | c. men of lower rank than knights | |



Name _____ Date _____

Grammar Link Using Commas Before *And*, *But*, and *Or*

A **compound sentence** is made up of two or more main clauses. Each main clause contains a subject and a verb and can stand alone as a sentence. The main clauses are joined by a coordinating conjunction (and, but, or). Put a comma before the coordinating conjunctions in a compound sentence.

A lot of snow fell yesterday, **and** the snow was great for snowboarding.

You can leave out the comma when the two main clauses are short (five words each or less).

Judy likes to bake **but** Eddie likes to cook.

Do not put a comma before a coordinating conjunction that is joining compound words or phrases.

Wrong: I like to read, **or** watch movies.

Right: I like to read **or** watch movies.

Practice

Directions: Rewrite each sentence that needs a comma before the coordinating conjunction. If the sentence is correct, write *correct* on the line.

- Knights received land from the king but they had to fight for the king. _____

- The knights were supposed to behave and follow the code of chivalry. _____

- The king divided his land into parcels for the earls and they divided the parcels into smaller pieces for the knights. _____

- First you became a page and then you became a squire. _____

- There was a ceremony when you became a knight and your relatives and friends attended the celebration. _____



and



Name _____ **Date** _____

Directions: As you read “Auntie Misery” and “Strawberries,” write details that explain the themes of the stories. Write what the folktale and the myth each tell you about the world today.

“Auntie Misery”	“Strawberries”



Name _____ Date _____

Grammar Link Past Time Expressions

Past time expressions tell that something happened in the past. *Yesterday, last, for,* and *ago* tell when the action happened in the past.

Last spring, we had very little rainfall.

I made the volleyball team **yesterday**.

For two weeks, I waited for this package.

Read the chart to see how to use the past time expressions.

yesterday	yesterday morning, yesterday afternoon, yesterday evening
last	last night, last week, last year, last Friday, last summer
for	for three days, for a month, for almost a year
ago	five minutes ago, two days ago, eight weeks ago

When the time expression comes at the beginning of the sentence, it is followed by a comma. No comma is needed when the time expression comes at the end of the sentence. Time expressions usually take a verb in the simple past tense.

I called you **yesterday afternoon**.

Yesterday afternoon, I called you.

Practice

A. Directions: Complete each sentence with the correct time expression: *yesterday, last, for, or ago*.

- _____ year, some children visited Aunt Misery's yard.
- An unfamiliar man visited her six months _____ and asked if he might stay in her hut.
- _____ one hour, Aunt Misery stood at her window waiting for the children.
- Many years _____, a married couple had a fight.
- _____ a long time, all that remained in the house with the man was his grief.

TIME The Giggle Prescription

Laughter is the best medicine.

Name _____ Date _____

Grammar Link *A/An, Some, and The*

Use *a* or *an* in front of count nouns. Remember, *a* and *an* mean "one."

I put **a** blanket on the bed.

I ate **an** apple for lunch.

Use *some* in front of noncount nouns. *Some* means "a quantity of."

I would like **some** mashed potatoes.

Use *some* with count nouns that are plural.

I need **some** supplies for school.

The can be used with singular count nouns, plural count nouns, and noncount nouns.

Use *the* when the speaker and listener know which person or thing is being discussed.

Gino: Which book do you want?

Andrea: I want **the** book about lizards.

Use *a/an* when mentioning something for the first time or if the listener is unfamiliar with the object.

I need to choose **a** book for my book report.

Carmen saw **a** raccoon. **The** raccoon she saw was very young.

Practice

A. Directions: Read each noun listed below. Write *a*, *an*, or *some* on the line provided.

_____ 1. grin

_____ 4. body

_____ 2. effect

_____ 5. giggles

_____ 3. laugh

_____ 6. laughter

B. Directions: Complete the blanks with *a*, *an*, or *the*.

Laughter is _____ good medicine. Many doctors believe that laughing makes your heart work like you just completed _____ exercise routine. Laughing reduces _____ effects of stress on the body. _____ patient can tolerate more pain when he or she laughs. That is why some hospitals have _____ amusement program to lift patients' spirits. Remember to laugh as you get older. Your heart wants _____ exercise.



Name _____ Date _____

Grammar Link The Conjunctions *And*, *But*, and *Or*

We use a comma before the conjunctions *and*, *but* and *or* when we connect two sentences.

This dress is expensive, **but** it fits perfectly.

We do not use a comma when the conjunction separates two descriptive adjectives.

Look at the black **and** white puppy.

We do not use a comma when the conjunction separates two nouns or prepositional phrases.

Do you want to go to the beach **or** to the park?

And, *but*, and *or* each have their own meaning. *And* adds information. *But* gives a contrasting idea. *Or* gives a choice.

I had an interview, **and** I got the job.

I want to go, **but** I have homework.

I will see you today, **or** I will call you tomorrow.

Practice

Directions: Complete each sentence by adding *and*, *but*, or *or*.

1. Walt Whitman knows of nothing _____ miracles.
2. He sees miracles on city streets _____ in the sky.
3. He thinks a person can find a miracle at the beach _____ in the woods.
4. If he is with someone he loves _____ sitting at a table with a friend, he is happy.
5. He likes to witness miracles, _____ he thinks each miracle belongs in its own place.
6. Is a miracle ordinary _____ extraordinary?
7. He says water is water _____ land is land.
8. Many things are the same, _____ each is still a miracle.
9. A miracle is anything that is natural _____ alive.



Name _____ Date _____

Word Study Word Families

All of the words in a **word family** share the same ending group of letters and the same ending sound. If you take off the first consonants of words that rhyme, you will often find that the words belong to the same word family.

Word Families:

fail, frail, mail, nail, pail, sail, trail

bay, day, hay, jay, lay, may, pay, say

Practice

Directions: Read each group of lines from the poem "Annabel Lee." Circle all of the words in the lines that belong to the same word family. Then list other words in that word family.

1. But our love it was stronger by far than the love

Of those who were older than we—

Of many far wiser than we—

And neither the angels in Heaven above,

Nor the demons down under the sea

2. Can ever dissever my soul from the soul

3. And, all the night-tide, I lie down by the side

Of my darling, my darling, my life and my bride

4. For the moon never beams without bringing me dreams



Name _____ Date _____

Word Study Adverbs of Frequency

Adverbs of frequency tell how often something happens. Some adverbs of frequency are *always*, *usually*, *often*, *sometimes*, *rarely*, and *never*. Adverbs of frequency usually come between the subject and the verb. However, in sentences with a form of the verb *be*, the adverb of frequency follows the verb.

Raul **usually takes** the bus to work.

He is **usually** on the 8:30 bus.

Practice

Directions: Rewrite each sentence by adding the adverb of frequency.

1. **always** Annabel Lee thinks about the man she loves.

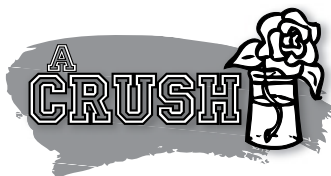
2. **often** The speaker calls Annabel Lee a child.

3. **always** The speaker is protective of Annabel Lee.

4. **rarely** He feels blessed in life.

5. **usually** The speaker feels lonely because Annabel Lee has died.

6. **always** He waits for her return.



Name _____ Date _____

Word Study Suffix -ly

A suffix is a word part added to the end of a word to change the word's meaning. The suffix *-ly* means:

- "like, or similar to, something else": He gave the boy a **fatherly** pat on the head.
- "in a particular manner": We **briefly** reviewed our notes before the test.
- "repeating at a certain time": We pay our electric bill **monthly**.

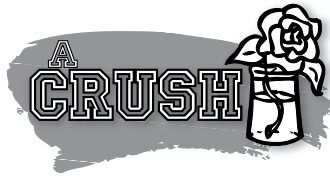
Adverbs describe verbs. Most, but not all, words that end in *-ly* are adverbs. They tell *how*, *when*, *where*, or *how often* something happens. Adverbs that end in *-ly* are usually formed by adding *-ly* to an adjective:

Adjective: **eager** Adverb: **eagerly**

Practice

Directions: Read each sentence and the adjective in parentheses. Rewrite the word as an adverb. Draw an arrow to the verb it tells about. The first one is done for you.

1. The people in town knew flowers (usual) usually meant death.
2. The women in town (mental) _____ plucked the hairs from Dolores's lip.
3. As a baby, Ernie developed (perfect) _____ .
4. A woman (quick) _____ dropped the package of seeds on the porch.
5. Ernie picked up the box (shy) _____ and (cautious) _____ .
6. After his mother died, Ernie (eventual) _____ moved to a group home.
7. When Jack's flowers grew, Ernie looked more (intent) _____ at his own seed packages.
8. Ernie went (direct) _____ to his room and took the seeds from under his bed.



Name _____ Date _____

Grammar Link Object Pronouns

Sentences usually have a subject, a verb, and an object. The subject can be a noun or a pronoun. We use pronouns in place of nouns. The object can also be a noun or a pronoun.

Noun Subject	Verb	Noun Object	Pronoun Subject	Verb	Pronoun Object
John	likes	rice.	He	likes	it.
Mike and Rosie	love	the children.	They	love	them.

Subject Pronouns	Object Pronouns	Subject Pronouns	Object Pronouns
I	me	it	it
you	you	we	us
he/she	him/her	they	them

Practice

A. Directions: Replace the underlined words with an object pronoun.

- Plumbers and painters trusted Dolores. _____
- Dolores didn't know it was Ernie. _____
- Ernie threw his coat over the chair. _____

B. Directions: Look at the underlined word in each sentence. Check the correct box.

- | | |
|---|---|
| <p>4. Ernie could only think about <u>her</u>.
 ☐ subject pronoun
 ☐ object pronoun</p> <p>5. <u>They</u> watched Dolores from the restaurant.
 ☐ subject pronoun
 ☐ object pronoun</p> | <p>6. Ernie washed the jar and put flowers in <u>it</u>.
 ☐ subject pronoun
 ☐ object pronoun</p> |
|---|---|

Name _____ Date _____

Word Study Prefix *mis-*

Prefixes are syllables added to the beginnings of words to change word meaning.

The prefix *mis-* means: "badly or wrongly."

He **misunderstood** the directions.

The child **misbehaved**.

Practice

A. Directions: Read each sentence. Write the correct word form using the base or root word and the prefix *mis-*.

1. Once an English teacher (mis + took) _____ me for someone else.
2. They (mis + pronounce) _____ my name all the time.
3. I wanted to (mis + behave) _____ but I knew it was wrong.
4. It would be a (mis + step) _____ to correct an adult's pronunciation.
5. I would probably (mis + count) _____ all the times someone has
(mis + pronounced) _____ my name.

B. Directions: Read each definition. Write the matching word from the list.

mistook	mismatch	misinform	misuse	misbehave	mispronounce
---------	----------	-----------	--------	-----------	--------------

- _____ 6. to say incorrectly
- _____ 7. to use wrongly
- _____ 8. to tell the wrong information
- _____ 9. to act badly
- _____ 10. to pair incorrectly
- _____ 11. to have confused a person with someone else

Name _____ Date _____

Grammar Link Run-on Sentences

A run-on sentence is two or more sentences incorrectly written as one sentence.

Run-on: I wanted to shout out my correct name I kept quiet instead.

Run-on: I wanted to shout out my correct name, I kept quiet instead.

To correct a run-on sentence:

- Separate the two clauses with a period and rewrite the sentences separately.

Example: I wanted to shout out my correct name. I kept quiet instead.

- Place a comma and a coordinating conjunction between the two clauses.

Example: I wanted to shout out my correct name, *but* I kept quiet instead.

- Add a subordinating conjunction to one of the clauses.

Example: *Though* I wanted to shout out my correct name, I kept quiet instead.

Practice

Directions: Rewrite the paragraph. Correct the run-on sentences.

Our names changed in New York City. The immigration officer called my father Mister Elbures. Everyone called me the wrong name I wondered if I should correct them. My father said it did not matter it did. As I grew up, I wanted my name to blend in with the others. I did not want people to ask me where I was from I had been born in New York. By the time I graduated from high school I had many names I was proud of all of them.



Name _____ Date _____

Grammar Link Simple and Compound Sentences

A **simple sentence** has a subject and predicate. It is also called an **independent clause**.

We loved the party.

An **independent clause** can have more than one noun in its subject, or more than one verb in its predicate.

Jordan and I loved the party.

We loved the party and did not want to leave.

A **compound sentence** combines two or more independent clauses. Each independent clause has its own subject and predicate.

We loved the party, but we had to go home.

Practice

A. Directions: Read each sentence about "Langston Terrace" and "Home." Write **S** if it is a simple sentence. Write **C** if it is a compound sentence.

- _____ 1. Lillie got her good news first.
- _____ 2. I was eight years old, but I had been to three schools.
- _____ 3. They wanted to hurl over the fence and shake the truth out of him.
- _____ 4. Mama's footsteps hurried away, and she was gone.

B. Directions: Combine the simple sentences. Write a new compound sentence using the coordinating conjunction in parentheses. Write a comma before the conjunction.

5. A woman told us the good news. My parents went to pick our new house. (and)

6. Helen saw Papa coming. They could not tell a thing. (yet) _____

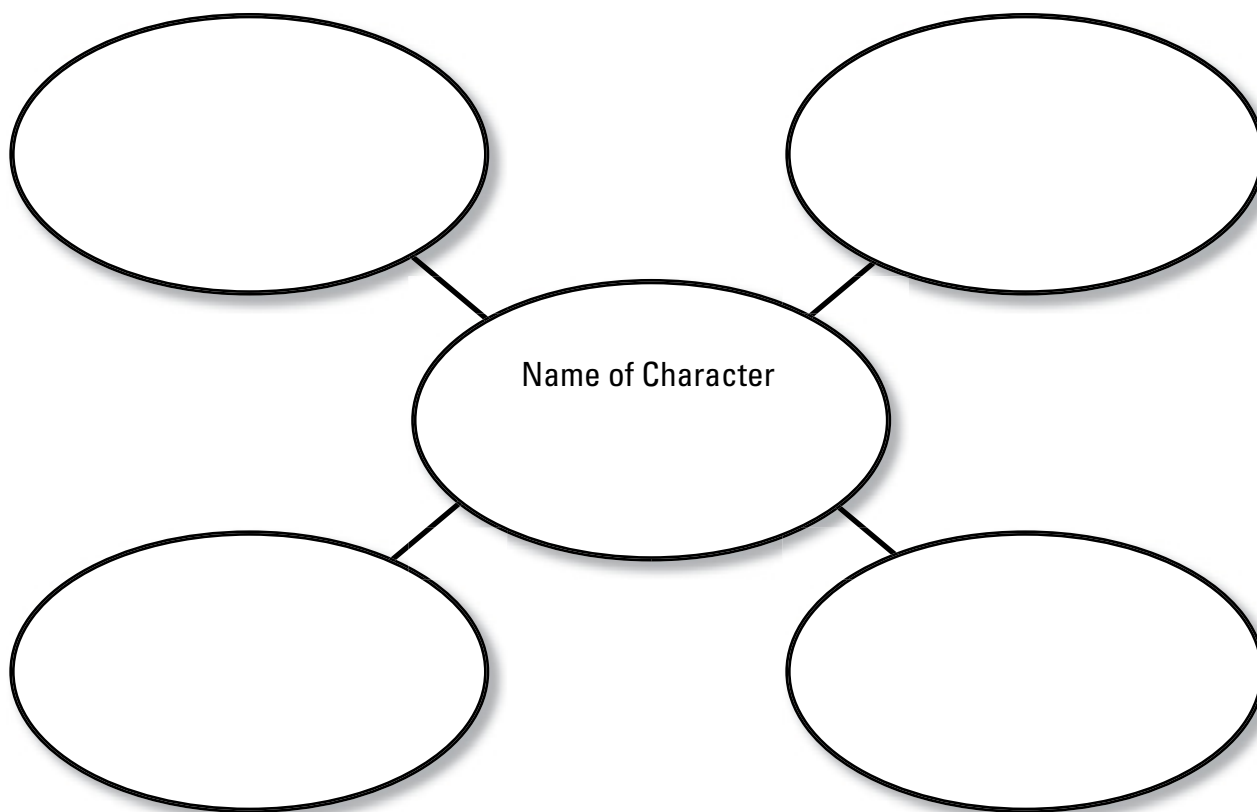
7. He got it. It's all over. (so) _____

New Directions



Name _____ Date _____

Directions: You can learn about characters by paying attention to what they say, how they act, and what others say about them and do around them. As you read "New Directions," think about Annie Johnson. Write something you find out about her in each oval.



New Directions



Name _____ Date _____

Word Study Homophones

Words that sound the same but have different meanings and spellings are called **homophones**.

Example: The sky is **blue**.
The wind **blew**.

Blue and **blew** sound the same, but they have different meanings. In the first sentence, **blue** is a color. In the second sentence, **blew** means “moved using air.”

Practice

Directions: Choose the correct homophone to complete each sentence. Write the homophone’s meaning on the line. Use a dictionary as needed.

1. Annie needed to (build, billed) a new life for herself. _____
2. Annie thought of a way to make the (too, two) factories work for her. _____
3. Annie wanted to change the (road, rode) she was on. _____
4. To (sea, see) if she was ready, she carried pails with stones. _____
5. Annie worked at (night, knight) to make her food. _____
6. She boiled chicken, fried ham, and made (meat, meet) pies. _____
7. She offered the pies for (sale, sail) at a nickel each. _____
8. The next day, Annie sold the pies for three (cents, sense) instead of five. _____
9. Annie sold her lunch meals all year through summer and winter (days, daze).

10. Soon Annie’s stall became a store where people could (by, buy) many items.

Name _____ Date _____

Grammar Link Adjectives and Adverbs

Adjectives describe nouns and answer the question *what?*

Example: The car is **red**. (*What* color is the car?)

Adverbs can describe verbs, adverbs, or adjectives. An adverb usually answers the question *how*.

Example: She talks **softly**. (*How* does she talk?)

Adjective	Adverb	Rules for Forming Adverbs
slow quick	slowly quickly	We add <i>-ly</i> to some adjectives to make adverbs.
happy easy	happily easily	If the adjective ends in <i>y</i> , we change the <i>y</i> to <i>i</i> and add <i>-ly</i> .
fast late	fast late	Some adverbs are the same as the adjective.
good	well	

Practice

Directions: Underline the correct form of the adjective or adverb.

- The two five gallon pails were (heavy/heavily) to carry.
- Business was (slow/slowly) the first few days.
- At the store, people could buy cheese, meat, and (soft/softly) drinks.
- Annie Johnson (careful/carefully) turned the meat pies.
- Annie Johnson and her husband parted on (good/well) terms.
- The workers began to (regular/regularly) buy Annie Johnson's food.
- She was never (late/lately) with the meals.
- Annie Johnson (happy/happily) worked on her plan.
- Her plan worked (perfect/perfectly).
- Annie Johnson cooked (good/well).



Name _____ Date _____

Grammar Link Irregular Verbs *Have, Do, and Go*The third person forms of *have, do, and go* are irregular.

First Person	Third Person
I have a problem.	He She has a problem. It
I do the job.	He She does the job. It
I go outside.	He She goes outside. It

Practice

Directions: Read the sentences about “Four Skinny Trees” and “Chanclas.” Circle the correct verb in parentheses and write it on the line.

1. We (has/have) to be ready to go. _____
2. He (has/have) a good time. _____
3. Mama and I (go/goes) to the party. _____
4. I (has/have) new shoes. _____
5. She (do/does) like to dance. _____
6. We (go/goes) outside. _____
7. I (do/does) hear the trees. _____
8. He (go/goes) to the window to look outside. _____

TIME

Message of Hope

Name _____ Date _____

Grammar Link Future Time Clauses with *Before*, *After*, and *When*

A sentence about a future event can begin with the words *before*, *after*, or *when*. When a time clause describes the future, the verb is in the simple present tense.

We can put the time clause before or after the main clause. When the time clause begins the sentence, we put a comma after the time clause.

TIME CLAUSE				MAIN CLAUSE			
Simple Present				Future			
Before	I	go	to bed,	I	will do	my homework.	
When	she	goes	to the party,	she	will wear	her new shoes.	
After	we	finish	the test,	we	will go	to lunch.	

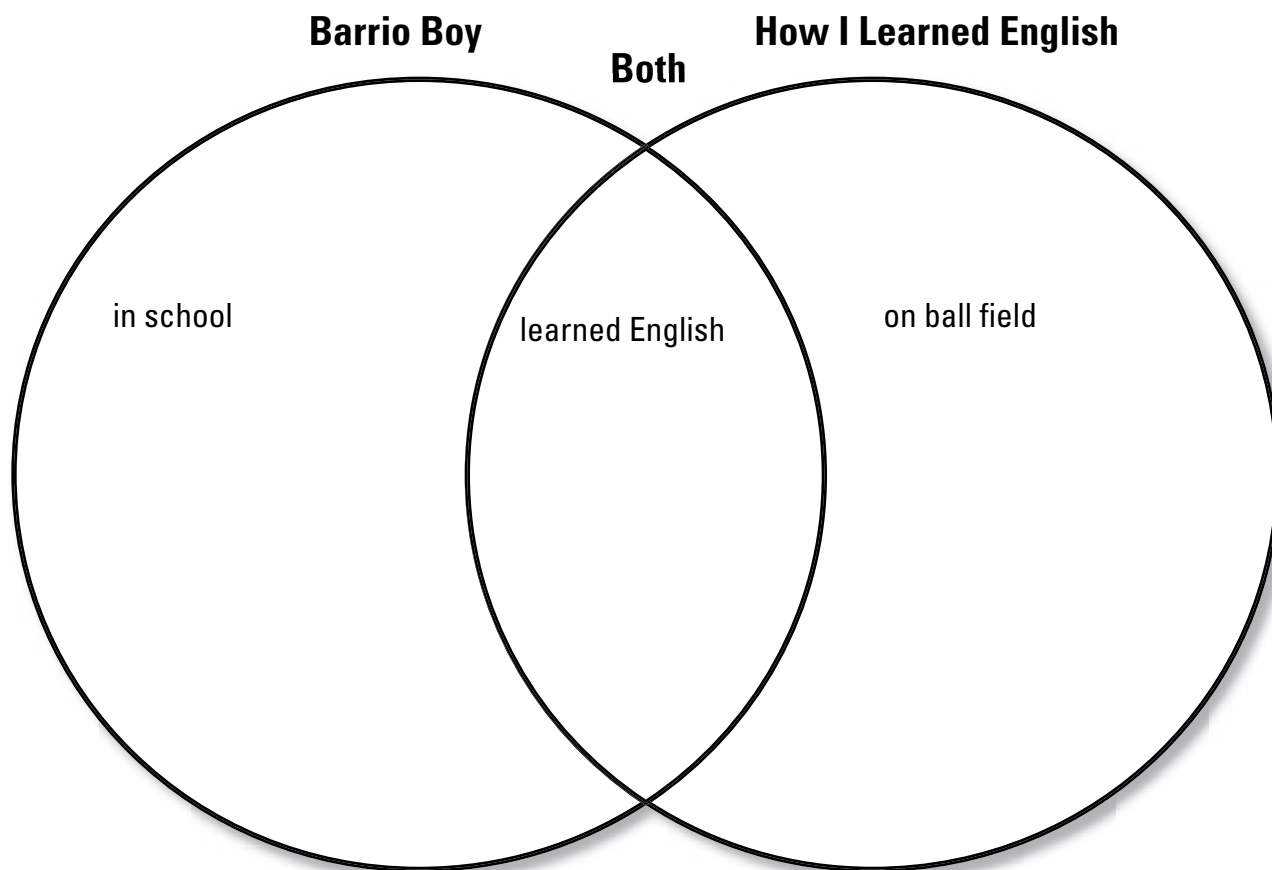
Practice

Directions: Read each sentence about “Message of Hope” below. Underline the time clause in each sentence.

1. When you get to America, everyone will ask if you are hungry.
2. After the young men come, they will ask many questions.
3. He will bring gifts for his friends when he leaves America.
4. After an hour, the water will be shut off.
5. When Deng talks with the refugees, he will tell them about America.
6. When they arrive in Kakuma, they will help the next group of men.
7. After the Lost Boys apply for visas, they will wait to be approved.
8. Deng will be sad when he sees his friends without food.
9. They will live in mud huts before their visas are approved.
10. They will explore America when they come to the United States.

Name _____ Date _____

Directions: After reading “Barrio Boy” and “How I Learned English,” think about how each boy learned to speak English. Use the diagram to compare and contrast their experiences.



Name _____ Date _____

Word Study Compound Words

Compound words are made by putting two words together. The meaning of the new word includes the meaning of the smaller words. Knowing the meaning of each part of the compound word helps readers understand the meaning of the compound word.

Practice

Directions: Read the compound words from “Barrio Boy” and “How I Learned English” in the right-hand column below. Look back to see how the compound words were used in each selection. Then write each compound word next to its definition.

- | | | |
|-------|-------------------------------|----------------|
| _____ | 1. farthest part of the field | a. blackboard |
| _____ | 2. front of your head | b. classroom |
| _____ | 3. dreaming while awake | c. daydreaming |
| _____ | 4. horse-drawn coach | d. doorway |
| _____ | 5. area to play | e. forehead |
| _____ | 6. room where students learn | f. outfield |
| _____ | 7. board to write on | g. overtook |
| _____ | 8. opening to a room | h. playground |
| _____ | 9. set of stairs | i. stagecoach |
| _____ | 10. passed by | j. staircase |

Name _____ Date _____

Grammar Link The Simple Past Tense: Irregular VerbsSome verbs do not use *-ed* to show past tense. These verbs are **irregular**.

Subject	Past Form of Verb (<i>to go</i>)	
I You He/She/It We They	went	to school today.

The following are some common irregular verbs.

Base Form	Past Form	Base Form	Past Form
become	became	say	said
fall	fell	speak	spoke
find	found	stand	stood
have	had	teach	taught

Practice**Directions:** Complete the sentences with the simple past tense of the verb in parentheses.**"Barrio Boy"**

Mrs. Hopley (speak) _____ nicely to us. We did not understand, so we (say) _____ nothing. Then Mrs. Hopley (stand) _____ up and called a boy into the office. He told us what she said. Miss Ryan (become) _____ my teacher. She (teach) _____ me how to read.

"How I Learned English"

I (find) _____ myself in the path of a ball. It hit my forehead, and I (fall) _____ back. We all (have) _____ a good laugh and became friends.



The Monsters Are Due on Maple Street

Name _____

Date _____

Directions: As you read “The Monsters Are Due on Maple Street,” write examples of what you already know and what you learn from the text. Then, use these sources of knowledge to write an inference. The first example is done for you.

Prior Knowledge	Text Clues	Inference
I know that meteors are bright and streak through the sky.	The text states: "A flash of light plays on both their faces ...and then disappears."	I can infer that a meteor has crashed to Earth.



Name _____ Date _____

Grammar Link Sentence Fragments

A **sentence fragment** is an incomplete sentence. It is missing a subject or a verb. It does not express a complete thought. To fix a fragment, add the missing part to make a complete sentence.

Fragment: Landed in my yard. (*Who or what* landed?)

Complete: The bird landed in my yard.

Fragment: The people. (What did the people *do*? The verb, or action, is missing)

Complete: The people ran away.

Practice

A. Directions: Read each sentence about “The Monsters are Due on Maple Street” below. If it is a fragment, write **F** on the line. If it is a complete sentence, write **S** on the line.

- _____ 1. Two small boys are buying ice cream.
- _____ 2. A little world full of trees.
- _____ 3. Now stands there staring upward.
- _____ 4. He plugs in the plug and nothing happens.
- _____ 5. Doesn’t make sense.

B. Directions: Read each sentence fragment on the left. Choose a fragment on the right to complete each sentence.

- | | |
|--|------------------------------|
| 6. A flash of light _____ . | a. starts by itself. |
| 7. _____ stopped working. | b. streaked across the sky. |
| 8. _____ tells everyone it’s
a ship from outer space. | c. think he may be an alien. |
| 9. Les Goodman’s car _____ . | d. The electricity |
| 10. The people _____ . | e. Tommy |

Name _____ Date _____

Directions: As you read "Amigo Brothers," write clues that show Felix and Antonio have internal and external conflicts. Write things that Felix and Antonio do or say in the correct column.

Clues that Show Internal Conflict	Clues that Show External Conflict
Possible answers: • Antonio: "I've been awake at night...trying not to hurt you." • "Up in the South Bronx, Felix decided to take in a movie in an effort to keep Antonio's face away from his fists."	• Felix: "Don't you think it's a good idea if we don't see each other until the day of the fight?" • "Both pounded away. Neither gave an inch and neither fell to the canvas."

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Name _____ Date _____

Word Study Multiple-Meaning Words

Many English words have more than one meaning.

A **boxer** is a fighter.

A **boxer** is a kind of dog.

When you read a word that you know has more than one meaning, you can

- read the text around the word. Find clues to the word's meaning.
- think about how the word is being used.
- check a dictionary and read through all of the meanings. Find the one that makes the most sense.

Practice

Directions: Read each sentence and the two meanings of each boldfaced word. Circle the letter with the meaning that makes sense in the sentence.

1. Antonio has a **lean** form and long reach.
 - a. to rest against
 - b. ☐ thin
2. Felix has a short and muscular **frame**.
 - a. something in which something else is set
 - b. ☐ body
3. Felix and Antonio met in the **ring** to fight.
 - a. ☐ an enclosed space for games
 - b. a thin circle of metal
4. Antonio has the **form** of a lightweight boxer.
 - a. ☐ shape; appearance
 - b. a piece of printed paper with blank spaces
5. Felix and Antonio fight a boxing **match** against each other.
 - a. ☐ a contest
 - b. a small stick used to start a fire
6. The fighters throw upper **cuts**.
 - a. openings made by sharp objects
 - b. ☐ punches

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Amigo Brothers

Name _____ Date _____

Grammar Link Interrogative Sentences

An **interrogative sentence** asks a question. An interrogative sentence ends with a question mark.

What is your name?
Will you go to the party?

A **declarative sentence** makes a statement. It ends with a period.
My name is Stefan.
I will go to the party.

Practice

A. Directions: Read each sentence about "Amigo Brothers" below. Write **I** if the sentence is interrogative. Write **D** if the sentence is declarative.

- I** _____ 1. Which boy dreamed of being a boxing champion?
- D** _____ 2. Antonio and Felix were both seventeen years old.
- I** _____ 3. Why did the two boys agree to stay apart?
- I** _____ 4. Where did the big fight take place?
- D** _____ 5. Felix and Antonio worried about the fight.

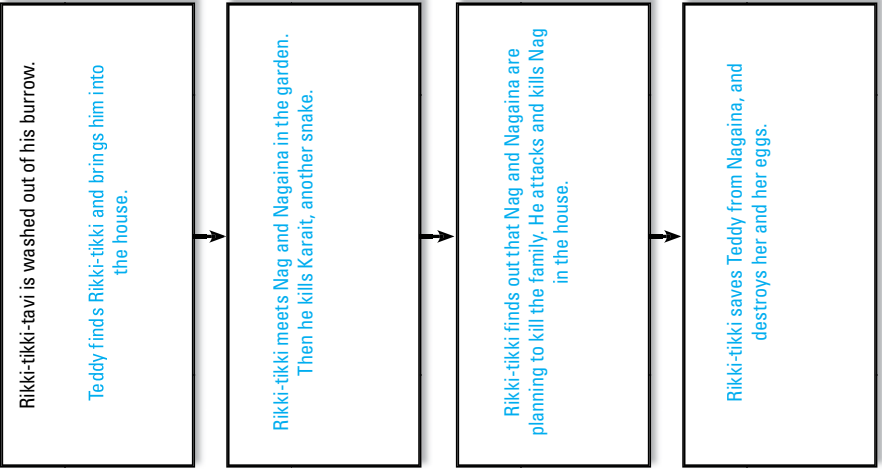
B. Directions: Read each sentence below. Write a question mark at the end of each interrogative sentence. **?** Write a period at the end of each declarative sentence. **.**

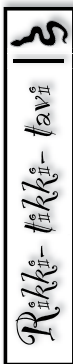
- 6. How many people were in the audience **?**
- 7. The two boys fought for three rounds **.**
- 8. The audience was not sure who would win **.**
- 9. Which boy was the champion of the fight **?**
- 10. The boys left the ring together **.**



Name _____ Date _____

Directions: As you read "Rikki-tikki-tavi," record how Rikki-tikki-tavi is brought to Segowlee and what he does to keep the people and garden animals safe.





Name _____ Date _____

Word Study Base Words; Past Forms of Verbs

For most verbs, the **past form** and **past participle form** are formed by adding **-ed** to the present, base form of the verb.

The couple **danced** beautifully in the competition. (past)

The couple **has danced** together for many years. (past participle)

The past form and past participle form of **irregular verbs** do not end in **-ed**.

You must memorize the past form and the past participle form for irregular verbs.

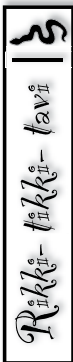
The chart below shows some common irregular verbs.

Base Form	Past Form	Past Participle
think	thought	thought
do	did	done
teach	taught	taught

Practice

Directions: Read each sentence below. Choose the correct past tense form of the verb or verbs to complete each blank.

- Rikki-tikki-tavi _____ a great war with Nag the cobra and his wife Nagaina.
a. fought
b. fought
- Rikki-tikki-tavi's mother _____ her son to attack snakes carefully like a good mongoose.
a. taught
b. taught
- Nag _____ Rikki-tikki-tavi when he first raised his huge head from the grass to strike.
a. frighten
b. frightened
- Rikki-tikki-tavi _____ of a good plan to defeat Nagaina.
a. thinked
b. thought



Name _____ Date _____

Grammar Link Comparative and Superlative Forms of Adverbs

The **comparative** form of an adverb compares two actions.

A tiger runs **more quickly** than a zebra.

Dominique played **harder** than Miranda during the game.

The **superlative** form of an adverb compares three or more actions.

A tiger runs the **quickest** of many animals.

Dominique played the **hardest** of all her teammates.

Adverb	Comparative	Superlative	
easily	more easily	the most easily	We compare adverbs ending in
slowly	more slowly	the most slowly	-ly with <i>more</i> and <i>the most</i>
fast	faster	the fastest	For adverbs that have the same form
early	earlier	the earliest	as adjectives, we add <i>-er</i> and <i>-est</i> .
well	better	the best	<i>Well</i> is an irregular adverb.

Practice

A. Directions: Read each sentence about "Rikki-tikki-tavi" below. Choose the correct form of the comparative or superlative form in parentheses.

- A mongoose is one of the few animals that moves more quickly (most quickly) than a snake.
- Rikki-tikki-tavi thinks faster (fastest) than the other animals, and he stays out of trouble.
- He is the (more curious, most curious) of all animals.

B. Directions: Read each sentence below. Write the correct form of the adverb in parentheses to complete each sentence.

- (hard) Once bitten, Nag shakes his head _____ harder than Rikki-tikki-tavi had expected.
- (easy) Rikki-tikki-tavi cannot eat a big meal to celebrate his victory because it is _____ easier to chase a snake when one feels light.
- (well) The sun warms Nagaina's eggs _____ better in the melon patch than in the garden.

Thank You, Mam

Name _____ Date _____

Directions: As you read "Thank You, Mam," complete the summary chart below. In the small boxes, write the main events of the plot. Then in the large box, write a summary of the story.

A boy tries to snatch Mrs. Jones' purse while she is walking home at night.

When the boy falls, Mrs. Jones grabs him and confronts him.

She takes him home, cleans him up, and gives him some food. She gives him \$10 for the shoes he wants and tells him to stay out of trouble.

Mrs. Jones helps a boy after he tries to steal her purse. She feels sorry for him because he has no one to take care of him. She wants him to learn that he cannot steal and hurt other people to get what he wants.

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Thank You, Mam

Name _____ Date _____

Grammar Link Prepositions of Place

Prepositions of place tell you where people or things are. The dog dug a hole **in front of** the house.

He chose a spot **behind** a tree.

He placed his bone **into** the hole.

We also say:

at school, **at** home, **at** the office

in my apartment, **in** my room

go to school, walk **to** the store

Practice

A. Directions: Read each sentence about "Thank You, Mam" below. Complete the sentence with a preposition of place from the box.

at across behind in front of inside next to to

1. Mrs. Jones carried her purse across her shoulders.
2. Roger came up behind Mrs. Jones and grabbed her purse.
3. Roger lost his balance and fell next to the woman, so she kicked him while he laid on the ground.
4. Mrs. Jones grabbed Roger and shook him in front of her.
5. She dragged him to her house and told him to clean up.

B. Directions: Complete the paragraph using prepositions of place.

Roger thinks Mrs. Jones will take him to jail. Instead, she brings him to her house. After he washes and dries his face, he turns around. Mrs. Jones is standing in front of him. Mrs. Jones finds ham and lima beans inside her icebox. When Roger leaves, he looks back at Mrs. Jones.

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Name _____ Date _____

Grammar Link Word Order of Adjectives

When we use more than one **adjective** to describe a noun, we use the following **word order**.

Opinion	Size	Age	Color	Material	Nationality	Noun
beautiful	large	old	black	glass	Chinese	bead

That is a *beautiful, glass, Chinese* bead.

Note: We do not usually use more than two or three adjectives with one noun.
That is a beautiful Chinese bead.

Practice

A. Directions: Put the adjectives in the correct order before each noun.

1. blue/nice _____ nice, blue _____ roller skates
2. old/fast _____ fast, old _____ bicycle
3. pink/soft _____ soft, pink _____ petals
4. large/silk _____ large, silk _____ parasol
5. new/sturdy _____ sturdy, new _____ net

B. Directions: Complete each sentence below by writing the adjectives in the correct order

6. heavy/great The rider pedals to escape her _____ great, heavy _____ loneliness.
7. large/white She wants to float like a _____ large, white _____ cloud.
8. large/enchanting/pink She will fly over fields of _____ enchanting, large, pink _____ azaleas.
9. thick/long The tightrope walker steps on a _____ long, thick _____ wire.
10. hard/cold The _____ cold, hard _____ earth waits below.

Name _____ Date _____

Grammar Link While and When with Past Time Clauses

While can begin a time clause. The verb in a *while* clause is in the past progressive tense.

WHILE	
Main Clause	Time Clause
The power went out	while the storm was raging.
Time Clause	Main Clause
While the storm was raging,	the power went out.

When can begin a time clause. The verb in a *when* clause may be in the simple past tense.

WHEN	
Main Clause	Time Clause
I was finishing my homework	when you called.
Time Clause	Main Clause
When you called,	I was finishing my homework.

Practice

Directions: Read the clauses about "Slam, Dunk, & Hook" below. Match the sentence parts.

- | | | |
|---|--------------------------------------|---------------------------------|
| c | 1. The players dunked the ball while | a. the boys were playing. |
| a | 2. The girls cheered while | b. his mother died. |
| d | 3. The tension increased when | c. they were in the air. |
| b | 4. Sonny Boy played all day when | d. the boys tangled themselves. |

During Reading



Name _____ Date _____

Word Study Context Clues

Context clues are the words and phrases that surround an unfamiliar word. When you come across a word that you've never seen before, use **context clues** to figure out the meaning.

Practice

A. Directions: Read the passage below from "What Is a Knight?" Underline the context clues in the passage that help you know the meaning of the boldface words.

The first thing to remember is that knights were the very first **mercenaries** (paid soldiers). They were paid, usually with large **plots** of land, to fight for their lord or king.

The second thing to remember is that they were supposed to conduct themselves according to a strict code of behavior. This was called **chivalry**.

Last and most important, the knights were part of a way of life, called the **feudal system**, that existed in Europe. Basically the feudal system helped a king obtain thousands of men for the wars he always fought. His barons and earls, in exchange for vast areas of land, pledged to provide armies on request. These barons and earls gave smaller parcels of their land to knights who, in return, promised to supply men (**peasants**) to do the fighting.

B. Directions: Read over what you have marked. Circle the best definition for each word or phrase below.

- | | | |
|--------------------------|--|---|
| 1. mercenaries | 3. chivalry | 5. feudal system |
| a. knights | a. bravery | a. system of voting and elections |
| b. paid soldiers | b. fighting practices | b. <u>earning land in exchange for fighting</u> |
| c. barons and earls | c. rules of right and wrong | c. way of farming and selling crops |
| 2. plots | 4. peasants | |
| a. <u>pieces of land</u> | a. barons | |
| b. land in a cemetery | b. knights | |
| c. wars and battles | c. <u>men of lower rank than knights</u> | |

During Reading



Name _____ Date _____

Grammar Link Using Commas Before *And*, *But*, and *Or*

A **compound sentence** is made up of two or more main clauses. Each main clause contains a subject and a verb and can stand alone as a sentence. The main clauses are joined by a coordinating conjunction (*and*, *but*, or). Put a comma before the coordinating conjunctions in a compound sentence.

A lot of snow fell yesterday, **and** the snow was great for snowboarding.

You can leave out the comma when the two main clauses are short (five words each or less).

Judy likes to bake **but** Eddie likes to cook.

Do not put a comma before a coordinating conjunction that is joining compound words or phrases.

Wrong: I like to read, or watch movies.

Right: I like to read or watch movies.

Practice

Directions: Rewrite each sentence that needs a comma before the coordinating conjunction. If the sentence is correct, write *correct* on the line.

- Knights received land from the king but they had to fight for the king.
Knights received land from the king, but they had to fight for the king.
- The knights were supposed to behave and follow the code of chivalry.
correct
- The king divided his land into parcels for the earls and they divided the parcels into smaller pieces for the knights. The king divided his land into parcels for the earls, and they divided the parcels into smaller pieces for the knights.
- First you became a page and then you became a squire. First you became a page, and then you became a squire.
- There was a ceremony when you became a knight and your relatives and friends attended the celebration. There was a ceremony when you became a knight, and your relatives and friends attended the celebration.



Name _____

Date _____

Directions: As you read "Auntie Misery" and "Strawberries," write details that explain the themes of the stories. Write what the folklore and the myth each tell you about the world today.

"Auntie Misery"	"Strawberries"
A woman loves her pear tree and dislikes that children steal her fruit. She makes a deal with a visitor that any child who climbs the tree will get stuck. Many years later, Death comes for her, and she sends him up the tree. He stays up there for many years, and no one dies. Finally, she allows Death to come down as long as he promises not to take her. The folktale explains misery and death in life.	A man and a woman argue. The woman leaves. The man regrets that she is gone. A spirit offers to help the woman forget her anger. He puts berries in her path, but the woman will not stop. The spirit creates a fragrant, sweet, and heart-shaped berry. The woman crushes the berries as she walks. She is tempted by the berries and stops to taste them. She forgets her anger. Strawberries are a sign of love.



Name _____

Date _____

Grammar Link Past Time Expressions

Past time expressions tell that something happened in the past. *Yesterday, last, for, and ago* tell when the action happened in the past.

Last spring, we had very little rainfall.

I made the volleyball team **yesterday**.

For two weeks, I waited for this package.

Read the chart to see how to use the past time expressions.

yesterday	yesterday morning, yesterday afternoon, yesterday evening
last	last night, last week, last year, last Friday, last summer
for	for three days, for a month, for almost a year
ago	five minutes ago, two days ago, eight weeks ago

When the time expression comes at the beginning of the sentence, it is followed by a comma. No comma is needed when the time expression comes at the end of the sentence. Time expressions usually take a verb in the simple past tense.

I called you **yesterday afternoon**.

Yesterday afternoon, I called you.

Practice

A. Directions: Complete each sentence with the correct time expression: *yesterday, last, for, or ago*.

1. _____ **Last** _____ year, some children visited Auntie Misery's yard.
2. An unfamiliar man visited her six months _____ **ago** _____ and asked if he might stay in her hut.
3. _____ **For** _____ one hour, Auntie Misery stood at her window waiting for the children.
4. Many years _____ **ago** _____, a married couple had a fight.
5. _____ **For** _____ a long time, all that remained in the house with the man was his grief.

TIME
The Giggle Prescription
Laughter is the best medicine.

Name _____ Date _____

Grammar Link **A/An, Some, and The**

Use *a* or *an* in front of count nouns. Remember, *a* and *an* mean "one."

I put **a** blanket on the bed.
I ate **an** apple for lunch.

Use *some* in front of noncount nouns. *Some* means "a quantity of."

I would like **some** mashed potatoes.
Use *some* with count nouns that are plural.
I need **some** supplies for school.

The can be used with singular count nouns, plural count nouns, and noncount nouns.

Use *the* when the speaker and listener know which person or thing is being discussed.
Gino: Which book do you want?
Andrea: I want **the** book about lizards.

Use *a/an* when mentioning something for the first time or if the listener is unfamiliar with the object.

I need to choose **a** book for my book report.
Carmen saw **a** raccoon. **The** raccoon she saw was very young.

Practice

A. Directions: Read each noun listed below. Write *a*, *an*, or *some* on the line provided.

- a 1. grin a 4. body
 an 2. effect some 5. giggles
 a 3. laugh some 6. laughter

B. Directions: Complete the blanks with *a*, *an*, or *the*.

Laughter is a good medicine. Many doctors believe that laughing makes your heart work like you just completed an exercise routine. Laughing reduces the effects of stress on the body. A patient can tolerate more pain when he or she laughs. That is why some hospitals have an amusement program to lift patients' spirits. Remember to laugh as you get older. Your heart wants the exercise.



Name _____ Date _____

Grammar Link **The Conjunctions And, But, and Or**

We use a comma before the conjunctions *and*, *but* and *or* when we connect two sentences.

This dress is expensive, **but** it fits perfectly.

We do not use a comma when the conjunction separates two descriptive adjectives.
Look at the black **and** white puppy.

We do not use a comma when the conjunction separates two nouns or prepositional phrases.

Do you want to go to the beach **or** to the park?

And, *but*, and *or* each have their own meaning. *And* adds information. *But* gives a contrasting idea. *Or* gives a choice.

I had an interview, **and** I got the job.
I want to go, **but** I have homework.
I will see you today, **or** I will call you tomorrow.

Practice

Directions: Complete each sentence by adding *and*, *but*, or *or*.

1. Walt Whitman knows of nothing but miracles.
2. He sees miracles on city streets and in the sky.
3. He thinks a person can find a miracle at the beach or, and in the woods.
4. If he is with someone he loves or sitting at a table with a friend, he is happy.
5. He likes to witness miracles, but he thinks each miracle belongs in its own place.
6. Is a miracle ordinary or extraordinary?
7. He says water is water and land is land.
8. Many things are the same, but each is still a miracle.
9. A miracle is anything that is natural and alive.



Name _____ Date _____

Word Study Word Families

All of the words in a **word family** share the same ending group of letters and the same ending sound. If you take off the first consonants of words that rhyme, you will often find that the words belong to the same word family.

Word Families:

fail, frail, mail, nail, pail, sail, trail
bay, day, hay, jay, lay, may, pay, say

Practice

Directions: Read each group of lines from the poem "Annabel Lee." Circle all of the words in the lines that belong to the same word family. Then list other words in that word family.

1. But our love it was stronger by far than the love

Of those who were older than we—

Of many far wiser than we—

And neither the angels in Heaven above,

Nor the demons down under the sea

Possible answer: dove, glove

2. Can ever dissever my soul from the soul

Possible answer: clever, lever, never

3. And, all the night tide I lie down by the side

Of my darling, my darling, my life and my bride

Possible answer: pride, confide, chide, hide

4. For the moon never beams without bringing me dreams

Possible answer: gleams, screams, teams



Name _____ Date _____

Word Study Adverbs of Frequency

Adverbs of frequency tell how often something happens. Some adverbs of frequency are *always*, *usually*, *often*, *sometimes*, *rarely*, and *never*. Adverbs of frequency usually come between the subject and the verb. However, in sentences with a form of the verb *be*, the adverb of frequency follows the verb.

Raul **usually** takes the bus to work.

He is **usually** on the 8:30 bus.

Practice

Directions: Rewrite each sentence by adding the adverb of frequency.

1. **always** Annabel Lee thinks about the man she loves.

Annabel Lee **always** thinks about the man she loves.

2. **often** The speaker calls Annabel Lee a child.

The speaker **often** calls Annabel Lee a child.

3. **always** The speaker is protective of Annabel Lee.

The speaker is **always** protective of Annabel Lee.

4. **rarely** He feels blessed in life.

He **rarely** feels blessed in life.

5. **usually** The speaker feels lonely because Annabel Lee has died.

The speaker **usually** feels lonely because Annabel Lee has died.

6. **always** He waits for her return.

He **always** waits for her return.



Name _____ Date _____

Word Study Suffix -ly

A suffix is a word part added to the end of a word to change the word's meaning. The suffix *-ly* means:

- "like, or similar to, something else": He gave the boy a **fatherly** pat on the head.
- "in a particular manner": We **briefly** reviewed our notes before the test.
- "repeating at a certain time": We pay our electric bill **monthly**.

Adverbs describe verbs. Most, but not all, words that end in *-ly* are adverbs. They tell *how*, *when*, *where*, or *how often* something happens. Adverbs that end in *-ly* are usually formed by adding *-ly* to an adjective:

Adjective: **eager** Adverb: **eagerly**

Practice

Directions: Read each sentence and the adjective in parentheses. Rewrite the word as an adverb. Draw an arrow to the verb it tells about. The first one is done for you.

- The people in town knew flowers (usual) _____ usually _____ meant death.
- The women in town (mental) _____ mentally _____ plucked the hairs from Dolores's lip.
- As a baby, Ernie developed (perfect) _____ perfectly _____.
- A woman (quick) _____ quickly _____ dropped the package of seeds on the porch.
- Ernie picked up the box (shy) _____ shyly _____ and (cautious) _____ cautiously _____.
- After his mother died, Ernie (eventual) _____ eventually _____ moved to a group home.
- When Jack's flowers grew, Ernie looked more (intent) _____ intently _____ at his own seed packages.
- Ernie went (direct) _____ directly _____ to his room and took the seeds from under his bed.

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Name _____ Date _____

Grammar Link Object Pronouns

Sentences usually have a subject, a verb, and an object. The subject can be a noun or a pronoun. We use pronouns in place of nouns. The object can also be a noun or a pronoun.

Noun Subject	Verb	Noun Object	Pronoun Subject	Verb	Pronoun Object
John	likes	rice.	He	likes	it.
Mike and Rosie	love	the children.	They	love	them.

Subject Pronouns	Object Pronouns	Subject Pronouns	Object Pronouns
I	me	it	it
you	you	we	us
he/she	him/her	they	them

Practice

A. Directions: Replace the underlined words with an object pronoun.

- Plumbers and painters trusted Dolores. her
- Dolores didn't know it was Ernie. him
- Ernie threw his coat over the chair. it

B. Directions: Look at the underlined word in each sentence. Check the correct box.

- Ernie could only think about her.
☐ subject pronoun
☒ object pronoun
- They watched Dolores from the restaurant.
☒ subject pronoun
☐ object pronoun
- Ernie washed the jar and put flowers in it.
☐ subject pronoun
☒ object pronoun

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Names/Nombres

Name _____ Date _____

Word Study Prefix *mis-*

Prefixes are syllables added to the beginnings of words to change word meaning. The prefix *mis-* means: "badly or wrongly."
He **misunderstood** the directions.
The child **misbehaved**.

Practice

A. Directions: Read each sentence. Write the correct word form using the base or root word and the prefix *mis-*.

- Once an English teacher (mis + took) mistook me for someone else.
- They (mis + pronounce) mispronounced my name all the time.
- I wanted to (mis + behave) misbehave but I knew it was wrong.
- It would be a (mis + step) misstep to correct an adult's pronunciation.
- I would probably (mis + count) miscount all the times someone has (mis + pronounced) mispronounced my name.

B. Directions: Read each definition. Write the matching word from the list.

mistook	mismatch	misinform	misuse	misbehave	mispronounce
---------	----------	-----------	--------	-----------	--------------

mispronounce 6. to say incorrectly

misuse 7. to use wrongly

misinform 8. to tell the wrong information

misbehave 9. to act badly

mismatch 10. to pair incorrectly

mistook 11. to have confused a person with someone else

Names/Nombres

Name _____ Date _____

Grammar Link Run-on Sentences

A run-on sentence is two or more sentences incorrectly written as one sentence.

Run-on: I wanted to shout out my correct name I kept quiet instead.

Run-on: I wanted to shout out my correct name, I kept quiet instead.

To correct a run-on sentence:

- Separate the two clauses with a period and rewrite the sentences separately.

Example: I wanted to shout out my correct name. I kept quiet instead.

- Place a comma and a coordinating conjunction between the two clauses.

Example: I wanted to shout out my correct name, *but* I kept quiet instead.

- Add a subordinating conjunction to one of the clauses.

Example: *Though* I wanted to shout out my correct name, I kept quiet instead.

Practice

Directions: Rewrite the paragraph. Correct the run-on sentences.

Our names changed in New York City. The immigration officer called my father Mister Elbures. Everyone called me the wrong name I wondered if I should correct them. My father said it did not matter it did. As I grew up, I wanted my name to blend in with the others. I did not want people to ask me where I was from I had been born in New York. By the time I graduated from high school I had many names I was proud of all of them.

Our names changed in New York City. The immigration officer called my father Mister Elbures. Everyone called me the wrong name, and I wondered if I should correct them.
My father said it did not matter, but it did. As I grew up, I wanted my name to blend in with the others. I did not want people to ask me where I was from. I had been born in New York. By the time I graduated from high school I had many names, and I was proud of all of them.

Name _____ Date _____

Grammar Link Simple and Compound Sentences

A **simple sentence** has a subject and predicate. It is also called an **independent clause**.

We loved the party.

An **independent clause** can have more than one noun in its subject, or more than one verb in its predicate.

Jordan and I loved the party.

We loved the party and did not want to leave.

A **compound sentence** combines two or more independent clauses. Each independent clause has its own subject and predicate.

We loved the party, but we had to go home.

Practice

A. **Directions:** Read each sentence about "Langston Terrace" and "Home." Write **S** if it is a simple sentence. Write **C** if it is a compound sentence.

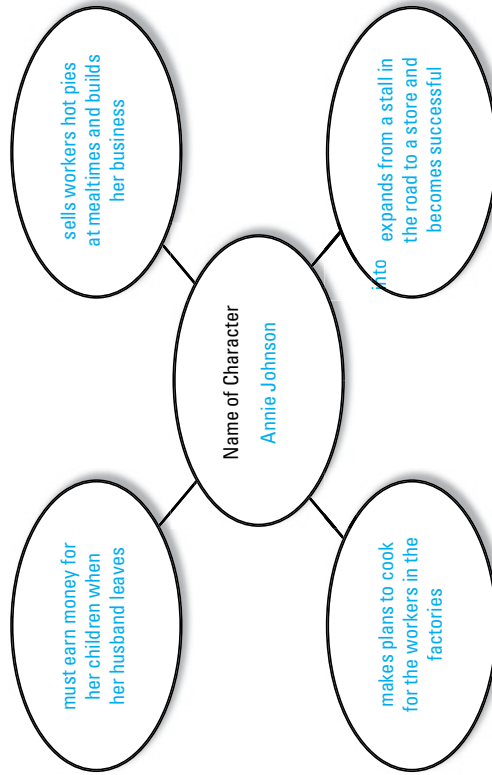
- S _____ 1. Lillie got her good news first.
- C _____ 2. I was eight years old, but I had been to three schools.
- S _____ 3. They wanted to hurl over the fence and shake the truth out of him.
- C _____ 4. Mama's footsteps hurried away, and she was gone.

B. **Directions:** Combine the simple sentences. Write a new compound sentence using the coordinating conjunction in parentheses. Write a comma before the conjunction.

- 5. A woman told us the good news. My parents went to pick our new house. (and)
A woman told us the good news, and my parents went to pick our new house.
- 6. Helen saw Papa coming. They could not tell a thing. (yet)
Helen saw Papa coming, yet they could not tell a thing.
- 7. He got it. It's all over. (so) He got it, so it's all over.

Name _____ Date _____

Directions: You can learn about characters by paying attention to what they say, how they act, and what others say about them and do around them. As you read "New Directions," think about Annie Johnson. Write something you find out about her in each oval.





New Directions

Name _____ Date _____

Word Study Homophones

Words that sound the same but have different meanings and spellings are called **homophones**.

Example: The sky is **blue**.
The wind **blew**.

Blue and **blew** sound the same, but they have different meanings. In the first sentence, **blue** is a color. In the second sentence, **blew** means "moved using air."

Practice

Directions: Choose the correct homophone to complete each sentence. Write the homophone's meaning on the line. Use a dictionary as needed.

1. Annie needed to (build, billed) a new life for herself. create
2. Annie thought of a way to make the (too, two) factories work for her. more than one
3. Annie wanted to change the (road, rode) she was on. course of action
4. To (sea, see) if she was ready, she carried pails with stones. find out
5. Annie worked at (night, knight) to make her food. evening
6. She boiled chicken, fried ham, and made (meat, meet) pies. food
7. She offered the pies for (sale, sail) at a nickel each. to be bought
8. The next day, Annie sold the pies for three (cents, sense) instead of five. pennies
9. Annie sold her lunch meals all year through summer and winter (days, daze).
periods between morning and night
10. Soon Annie's stall became a store where people could (by, buy) many items.
purchase

New Directions



Name _____ Date _____

Grammar Link Adjectives and Adverbs

Adjectives describe nouns and answer the question *what*?

Example: The car is **red**. (*What color is the car?*)

Adverbs can describe verbs, adverbs, or adjectives. An adverb usually answers the question *how*.

Example: She talks **softly**. (*How does she talk?*)

Adjective	Adverb	Rules for Forming Adverbs
slow quick	slowly quickly	We add -ly to some adjectives to make adverbs.
happy easy	happily easily	If the adjective ends in <i>y</i> , we change the <i>y</i> to <i>i</i> and add -ly.
fast late	fast late	Some adverbs are the same as the adjective.
good	well	

Practice

Directions: Underline the correct form of the adjective or adverb.

- The two five gallon pails were (heavy/heavily) to carry.
- Business was (slow/slowly) the first few days.
- At the store, people could buy cheese, meat, and (soft/softly) drinks.
- Annie Johnson (careful/carefully) turned the meat pies.
- Annie Johnson and her husband parted on (good/well) terms.
- The workers began to (regular/regularly) buy Annie Johnson's food.
- She was never (late/lately) with the meals.
- Annie Johnson (happy/happily) worked on her plan.
- Her plan worked (perfect/perfectly).
- Annie Johnson cooked (good/well).

Four Skinny Trees and Chancias

Name _____ Date _____

Grammar Link Irregular Verbs Have, Do, and Go

The third person forms of *have*, *do*, and *go* are irregular.

First Person	Third Person
I have a problem.	He has a problem. She has a problem. It has a problem.
I do the job.	He does the job. She does the job. It does the job.
I go outside.	He goes outside. She goes outside. It goes outside.

Practice

Directions: Read the sentences about "Four Skinny Trees" and "Chancias." Circle the correct verb in parentheses and write it on the line.

- We (has/have) to be ready to go. have
- He (has/have) a good time. has
- Mama and I (go/goes) to the party. go
- I (has/have) new shoes. have
- She (do/does) like to dance. does
- We (go/goes) outside. go
- I (do/does) hear the trees. do
- He (go/goes) to the window to look outside. goes

TIME Message of Hope

Name _____ Date _____

Grammar Link Future Time Clauses with *Before*, *After*, and *When*

A sentence about a future event can begin with the words *before*, *after*, or *when*. When a time clause describes the future, the verb is in the simple present tense. We can put the time clause before or after the main clause. When the time clause begins the sentence, we put a comma after the time clause.

TIME CLAUSE		MAIN CLAUSE	
Simple Present		Future	
Before	I go to bed,	I	will do my homework.
When	she goes to the party,	she	will wear her new shoes.
After	we finish the test,	we	will go to lunch.

Practice

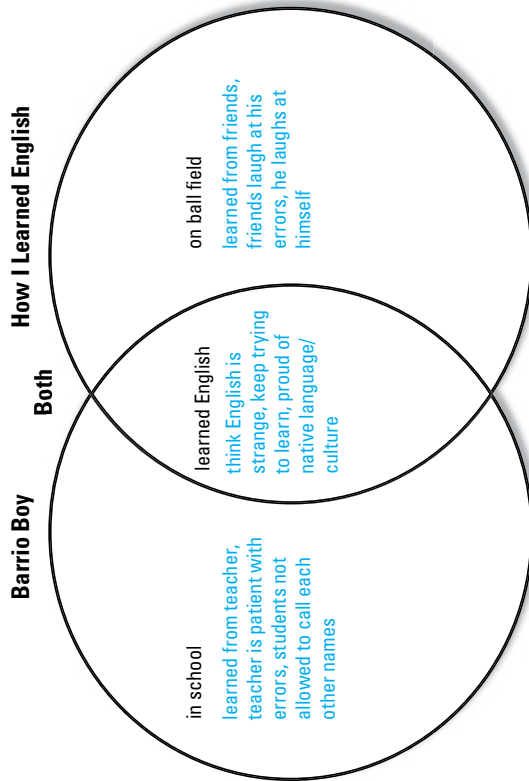
Directions: Read each sentence about "Message of Hope" below. Underline the time clause in each sentence.

1. When you get to America, everyone will ask if you are hungry.
2. After the young men come, they will ask many questions.
3. He will bring gifts for his friends when he leaves America.
4. After an hour, the water will be shut off.
5. When Deng talks with the refugees, he will tell them about America.
6. When they arrive in Kakuma, they will help the next group of men.
7. After the Lost Boys apply for visas, they will wait to be approved.
8. Deng will be sad when he sees his friends without food.
9. They will live in mud huts before their visas are approved.
10. They will explore America when they come to the United States.

Barrio Boy and How I Learned English

Name _____ Date _____

Directions: After reading "Barrio Boy" and "How I Learned English," think about how each boy learned to speak English. Use the diagram to compare and contrast their experiences.



Name _____ Date _____

Word Study Compound Words

Compound words are made by putting two words together. The meaning of the new word includes the meaning of the smaller words. Knowing the meaning of each part of the compound word helps readers understand the meaning of the compound word.

Practice

Directions: Read the compound words from "Barrio Boy" and "How I Learned English" in the right-hand column below. Look back to see how the compound words were used in each selection. Then write each compound word next to its definition.

1. farthest part of the field

outfield
2. front of your head

forehead
3. dreaming while awake

daydreaming
4. horse-drawn coach

stagecoach
5. area to play

playground
6. room where students learn

classroom
7. board to write on

blackboard
8. opening to a room

doorway
9. set of stairs

staircase
10. passed by

overtook
- a. blackboard
- b. classroom
- c. daydreaming
- d. doorway
- e. forehead
- f. outfield
- g. overtook
- h. playground
- i. stagecoach
- j. staircase

Name _____ Date _____

Grammar Link The Simple Past Tense: Irregular Verbs

Some verbs do not use -ed to show past tense. These verbs are irregular.

Subject	Past Form of Verb (to go)	
I	went	to school today.
You		
He/She/It		
We		
They		

The following are some common irregular verbs.

Base Form	Past Form	Base Form	Past Form
become	became	say	said
fall	fell	speak	spoke
find	found	stand	stood
have	had	teach	taught

Practice

Directions: Complete the sentences with the simple past tense of the verb in parentheses.

"Barrio Boy"

Mrs. Hopley (speak) _____ nicely to us. We did not understand, so we (say) _____ nothing. Then Mrs. Hopley (stand) _____ up and called a boy into the office. He told us what she said. Miss Ryan (become) _____ my teacher. She (teach) _____ me how to read.

"How I Learned English"

I (find) _____ myself in the path of a ball. It hit my forehead, and I (fall) _____ back. We all (have) _____ a good laugh and became friends.



The Monsters Are Due on Maple Street

Name _____ Date _____

Directions: As you read "The Monsters Are Due on Maple Street," write examples of what you already know and what you learn from the text. Then, use these sources of knowledge to write an inference. The first example is done for you.

Prior Knowledge	Text Clues	Inference
I know that meteors are bright and streak through the sky. Possible answer: I know that people are afraid of things they don't understand.	The text states: "A flash of light plays on both their faces ...and then disappears." Possible answer: "There's a murmur in the crowd, a murmur of irritation and concern as if the boy were bringing up fears that shouldn't be brought up."	I can infer that a meteor has crashed to Earth. Possible answer: I can infer that the people on Maple Street are afraid that there are aliens living among them.



The Monsters Are Due on Maple Street

Name _____ Date _____

Grammar Link Sentence Fragments

A **sentence fragment** is an incomplete sentence. It is missing a subject or a verb. It does not express a complete thought. To fix a fragment, add the missing part to make a complete sentence.

Fragment: Landed in my yard. (*Who or what landed?*)

Complete: The bird landed in my yard.

Fragment: The people. (*What did the people do? The verb, or action, is missing*)

Complete: The people ran away.

Practice

A. Directions: Read each sentence about "The Monsters are Due on Maple Street" below. If it is a fragment, write **F** on the line. If it is a complete sentence, write **S** on the line.

1. Two small boys are buying ice cream. **S**

2. A little world full of trees. **F**

3. Now stands there staring upward. **F**

4. He plugs in the plug and nothing happens. **S**

5. Doesn't make sense. **F**

B. Directions: Read each sentence fragment on the left. Choose a fragment on the right to complete each sentence.

6. A flash of light **b**.

7. **d** stopped working.

8. **e** tells everyone it's

a ship from outer space.

9. Les Goodman's car **a**.

10. The people **c**.

a. starts by itself.

b. streaked across the sky.

c. think he may be an alien.

d. The electricity

e. Tommy

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